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ABSTRACT

This report on Alabama programs, projects, services, and activities funded in whole or in part under Title 1 of the 1965 Elementary Secondary Education Act for Fiscal Year (FY) 1973 is organized into two parts. Part 1 is organized into nine subsections, including an "Introduction" and discussions of the following topics: statistics for FY73, operation and services, dissemination, evaluation, major problem areas, interrelationship of Title 1 with other Federal programs, nonpublic schools, and, changes in program approval. Part 2 is organized into 10 subsections which discuss the following topics, respectively: needs, local educational problem areas, analysis of effective activities, other Title 1 activities, teacher training, parent and community involvement, advisory committees, complaints, the testing program, and special reports and case studies. This report follows the state format for evaluation reporting. It was prepared by the evaluation consultant. The unit within the State Department of Education responsible for the administration of the Title 1 program is the Division of Administration and Finance. With the approval of the head of this department, the Federal programs coordinator, the state coordinator, and consultants administer the Title 1 program. (JM)

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ALABAMA

DEPARTMENT OF EDUCATION

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

TITLE I

PUBLIC LAW 89-10

ANNUAL EVALUATION REPORT

1972-1973

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ELEMENTARY AND SECONDARY EDUCATION

ACT OF 1965 - TITLE I

PUBLIC LAW 89-10

THE ALABAMA ANNUAL EVALUATION REPORT FOR

FISCAL YEAR: 1973

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This report follows the state format for evaluation reporting. It was prepared by the evaluation consultant.

INTRODUCTION

The unit within the State Department of Education responsible for the administration of the Title I program is the Division of Administration and Finance. With the approval of the head of this department, the federal programs coordinator, the state coordinator and consultants administer the Title I program through reviewing and approving local educational agency projects, visiting the sites where projects are being conducted, helping with evaluation and training the local agency personnel through workshops and conferences.

Fiscal year 1972-73 was the eighth year in which federal funds were provided to meet the special needs of educationally disadvantaged children in Alabama. These funds provided by Title I of the Elementary and Secondary Education Act (ESEA) were shared by 125 of the county and city school systems.

The Title I program supplements and reinforces local educational programs for educationally deprived children in low-income communities. The Title I programs, developed and operated by the local school systems were tailored to fit the requirements of the individual system as identified by the needs assessment. A majority of the programs were remedial in nature and involved one or more periods of the child's day, while special education and preschool usually involved the entire school day. In all cases, however, the instruction was planned to be compatible with the total educational program and was under the supervision of the local superintendent.

In addition to the regular Title I programs, amendments to the Act provided special funds for the education of the children of migrant agricultural workers, children residing in state-operated or supported schools

for the handicapped and children in institutions for the neglected and delinquent.

Much attention was given to evaluation of Title I projects at the local level. An evaluation plan was submitted with the project application. Evaluation continued while the project was being conducted. The primary purpose of the evaluation was to determine how successfully the objectives, approved as part of the application, were being accomplished, and which methods were most effective in attaining the objectives. Evaluation data were used to plan future programs and inservice training.

The school systems used many different evaluation techniques to determine the effectiveness of the programs in meeting the special needs of the children. Standardized tests, questionnaires, teacher checklists, pupil surveys, attendance records, teacher-made tests, case histories, and anecdotal records were the devices most frequently used. Standardized test results were required for the academic areas. Evaluators were concerned not only with the attainment of specific skills and knowledge, but were also very much involved in assessing attitudes, motivations, interests, adjustments, and anxieties.

TITLE I STAFF POSITIONS IN 1973

Title 1, ESEA
FY 1973

PROJECT STAFF	REGULAR STAFF
Classification of Assignment	
Teaching - Kindergarten	20[illegible]
Teaching - Elementary	1,937
Teaching - Secondary	368
Teaching - Handicapped	117
Teacher Aide	1,493 1/2
Librarian	15
Librarian Aide	23
Supervision	61
Direction and Management (Admin.)	102
Counseling	82
Psychologist*	6
Testing	50 1/2
Social Work	15
Attendance	33
Nurse*	62
Physician*	2
Dentist	5
Dental Hygenist*	3
Clerical	122
Other	173

*Some of the non-teaching staff may have been under contract for services as needed.

SUPPORTIVE SERVICES

in

1973

REGULAR TERM

SUPPORTIVE SERVICES	Number of LEA's	Number of Children	Amount Allocated
Attendance	26	33,875	240,822
Clothing	2	175	1,200
Food*	4	480	5,881
Guidance Counseling	24	31,212	702,028
Teacher Aides	97	105,829	3,354,522
Health-Medical	55	68,267	649,547
Library	10	9,463	145,287
Psychological	8	5,029	76,143
Social Work	10	12,614	113,155
Speech Therapy	6	1,208	53,963
Transportation **	13	9,033	34,942
Special Services for Handicapped	2	180	6,000
Other Services	41	78,010	513,201

* Snacks and food services not reimbursable under USDA.
** Transportation for Title I pre-school children.

INSTRUCTIONAL ACTIVITIES

in

1973

REGULAR TERM

INSTRUCTIONAL ACTIVITIES	Number of LEA's	Number of Children	Amount Allocated
Art	0	0	$ 0
Business Education*	1	75	4,000
Cultural Enrichment	1	600	860
English-Reading	124	127,967	12,348,290
English-Speech	1	184	39,646
English-Other Language Arts	6	3,877	391,441
Industrial Arts	0	0	0
Mathematics	80	63,486	4,208,180
Music	0	0	0
Physical Education/Recreation	1	150	10,000
Natural Science **	3	2,018	127,500
Social Science **	4	2,384	141,216
Special Activities for Handicapped	31	2,780	861,545
Kindergarten	32	4,528	1,697,086
Other Activities	11	19,245	1,326,773

* Night Classes in a dropout program

** Classes for dropouts, NYC or in LEA's with a heavy concentration of deprived children

DISTRIBUTION OF TITLE I FUNDS

1973

Local Agencies (Part A)	$34,549,166
(Part C)	1,008,769
Institutions for Handicapped	645,770
Institutions for Delinquent	186,164
Migrant Education	660,388
State Administrative (Includes Part C)	370,503
	$37,420,760

Local Agencies (Part A)	$ 76,194

Equipment in 1972

Instructional	$ 161,817
Other Equipment	25,742

PART ONE

I. OPERATION AND SERVICES

The Title I program was administered from the State level through the Division of Administration and Finance. The Title I staff consisted of a coordinator, consultants, an evaluator, a statistician, an accountant, account clerks, and clerk stenographers.

Consultative services were provided from the State office for the planning and evaluation of projects. Coordinators usually brought rough drafts of the project in before submission for approval. In the State office, the projects were checked by a consultant, a statistician and the evaluation consultant before being put into the final form. Consultants were available for use by local coordinators either in the State office or within the local area.

Two state-wide conferences were held during the year. The first was to discuss the Better Schools Act and other legislation which might effect funding. The other was held to inform the LEA's about allocations, the changes in the application and narrative, the formula for determining low-income children in using the Orshansky poverty data, comparability, indirect cost, carry-over money, Part C, Right to Read programs, etc.

Groups from selected LEA's were called in on various occasions to discuss and try the new indirect cost plan, to make recommendations to the SEA about improving SEA service to LEA's or to help plan conferences. Representatives from fourteen LEA's attended a two-day retreat where recommendations were made to the Title I SEA staff members about improving relations and services.

Eight area conferences and individual conferences were held by the evaluation consultant for representatives of all LEA's. Special help was given in writing measurable objectives and how to involve the Title I teachers in the evaluation process.

Each of the one hundred twenty-five LEA's which conduct Title I programs was visited at least once by SEA Title I staff members. The visits were to make administrative, accounting and evaluation reviews, to take part in in-service meetings and to help with any problems where help was requested. Follow-up letters were written after all reviews reporting findings, pointing out variations, and making suggestions.

Since October 1969, a "traveling" accountant has worked with the LEA's. He makes formal accounting reviews, pointing out any discrepancies or irregularities; helps with bookkeeping and accounting problems; helps set up new procedures for fiscal accounting; helps LEA's with indirect cost and comparability problems and helps orient new bookkeeping or accounting staff members.

The LEA's did the actual planning and developing of the programs with consultative help from the SEA as needed. The LEA coordinators came to the SEA office and/or called frequently when questions and problems arose.

A LEA Title I coordinator who visited the SEA Title I office usually talked with the consultant assigned to his system, the evaluation consultant, the

accountant and the statistician on one trip. Visits were made by the evaluator who helped with some of the in-service training and with evaluation problems. SEA Title I personnel took part in pre-school teachers' institutes, in-service programs, and in the introductory part of the workshops funded by Title I.

Every request for special visits was honored. State consultants in instructional areas visited and assisted the LEA's when, and as often, as needed. They helped in planning sessions, served as consultants, in in-service programs, and conducted area workshops. No data processing service was furnished except test results from the NDEA testing program in the fourth, eighth and eleventh grades. A print-out which supplied percentile ranks and total grade placement means was furnished to each system. Forms needed in the implementation of Title I programs were supplied by the SEA.

II. DISSEMINATION

A. Dissemination by Local Educational Agencies within LEA:

Conferences

Training sessions, workshops

Written matter (reports, news releases)

Other-Personal contacts, visits, telephone calls
Study and discussion groups (faculty, parents)
Consultant service, guidance counselor
Teacher-to-teacher contacts
Displays at fairs and educational conferences
Test scores distributed to supervisors and teachers
Many LEA's have worked up study guides and courses of study with in-service groups.

To other agencies:

Press, radio, TV
Publications - Letters, reports, announcements
Open house
Films and video tapes
Talks to civic clubs and other local organizations
Adult Basic Education classes

To state agency:

Written reports
Pictures, films, brochures
Visits, telephone calls
Exhibits of projects at the Alabama Education Association Convention

B. Dissemination by the State to LEA's:

Area conferences

Personal conferences

Administrative memoranda

Copies of material sent from the U.S.O.E.

Copies of various evaluation reports from other states

Reprints of materials received from LEA's and other states

Programs presented to civic groups, faculties, parent groups and other organizations.

Thirteen LEA's had exhibits of Title I projects in the registration hall at the Alabama Education Association (AEA) annual convention in Birmingham, Alabama. There were also several Title III and Title II exhibits and one Follow Through. The exhibits were well-done and received much attention. Brochures and other materials were displayed and distributed.

Two LEA's were invited to participate in the Educational Fair 1973 in Washington, D. C. One of the exhibits was of a Title I Preschool program being conducted by Bessemer Public Schools in Bessemer, Alabama. The other was a Title III project called PEGASUS (Personalized Educational Growth and Achievement Selective Utilization of Staff) from Tuscaloosa City.

Methods used to disseminate information are listed on the following page.

III. EVALUATION

Eight area conferences were held by the SEA evaluation consultant for 248 representatives from the LEA's. Evaluation procedures were discussed and questions were answered. All LEA's were represented except one which was given a briefing later. Information was constantly being given by telephone.

The evaluation consultant made evaluation reviews of twenty LEA's. The reviews were done in accordance with a review form which was adopted in July 1972. All exceptions were written and mailed to the LEA superintendent with a reply requested.

Other Title I projects were visited by the evaluation consultant while participating in Title III reviews and while serving on planning and consulting teams in a "team approach" plan by the SEA.

Copies of the 1973 format for evaluation reporting were mailed to LEA's in June. Therefore, the LEA staff knew what was expected in evaluating programs before the 1973 applications were written.

The state evaluation report is prepared to meet U.S.O.E. requirements and for dissemination. Those involved in preparing the report are the Title I coordinator, evaluation consultant, statistician and typists.

On the local level, the Title I consultants from the SEA, guidance consultants from the SEA Secondary Education Department, local guidance counselors, and consultants from the test companies helped to administer tests, interpret results and compile information.

DISSEMINATION OF PROJECT INFORMATION AND DATA

The methods used to disseminate information to the community and to others concerned about Title I activities are listed below with the numbers of LEA's who used the various methods.

a. 102 News releases and feature stories in the press

b. 43 Presentation of information and data via radio

c. 15 Special radio coverage of the project

d. 10 Presentation of information and data on television

e. 4 Special television coverage of the project

f. 89 Newsletters to staff members

g. 119 Presentation of information and data in staff meetings

h. 114 PTA meetings

i. 101 Presentation of information and data in public meetings and community groups

j. 44 Brochures or pamphlets

k. 50 Conducted tours

l. 109 Open house

m. 4 Publications for professional journals (for example, AEA or NEA magazines)

n. 43 Publications for local community distribution

o. 40 Descriptive reports sent to other schools in the state

p. 44 Descriptive reports sent to Superintendent of Public Instruction

q. 112 In-service training (workshops, seminars, etc.) conducted for Title I staff and non-Title I staff

r. 102 Copies of evaluation report
- 102 (1) To professional staff
- 102 (2) To principals of Title I schools
- 100 (3) To advisory council
- 10 (4) Other To local Boards of Education.

s. 24 Other(Specify)

AEA Exhibits, newsletters to parents, Educational Fair (D.C.), local displays.

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IV. MAJOR PROBLEM AREAS FOR LEA'S

A. 1. Preparing proposals -- There were no particular problems in preparing proposals. The LEA's proposed that guidelines which contain changes in proposal preparation should be presented to the SEA by March 1, so there will be time for earlier statewide meetings on instructions. This would give the LEA's an opportunity to hold planning sessions before school personnel and parents were scattered for the summer.

2. Operations and Services --

(a) Both operations and services were made less effective by late funding. When it is not possible to know which services/activities may be activated, it is not possible to secure personnel long enough in advance to secure the best persons to do the job. Personnel offices are reluctant to "over hire" for fear that project money will not come through and more than the number of teachers needed for the regular program will have been promised employment. Some excellent teachers who would like to participate in the development of innovative programs are fearful of leaving their comfortable regular assignments for something which may not last. Although they recognize that their basic tenure is not affected, they also realize that they may not be able to return to their assignments if, and when, project money runs out.

(b) Other difficulties were lack of space for conducting projects, scheduling, amending of projects due to shifts in school population and to changes in allocations.

3. Evaluation --

Problems encountered were due to:

(a) Late funding and planning which made it difficult to have continual evaluation.

(b) Needed training in continuous evaluation procedures.

(c) Late arrival of test orders.

(d) The changing of students from school to school due to court orders.

(e) Lack of trained personnel to evaluate the programs in many systems.

(f) Lack of suitable materials and methods for evaluating certain types of programs.

4. Other problems --

(a) Problems continued in some areas with the special Title I pro-

grams due to a lack of facilities and over-crowding caused by the closing of schools by court orders.

(b) Some difficulty arose in scheduling children to the reading centers and for field trips.

(c) Orientation of regular school personnel to the purpose of Title I programs was still not being done in some systems.

(d) Due to a reduction of funds the LEA's concentrated most of the services in the regular term. Only four LEA's conducted summer programs.

(e) The salary raises*, increases in social security, etc., caused the LEA's to reduce the number of activities and services offered.

*A salary increase paid to state regular teachers accounted for raises being paid to Title I teachers.

B. Recommendations by the LEA's --

1. Earlier funding to insure proper planning on the State and local level.

2. Funding for a four or five year period in order to plan and implement a continuous program and to secure more qualified personnel.

3. Entire amount of funding be known before the project is written to reduce amendments.

4. Less emphasis be placed on standardized testing.

5. Changes in guidelines be announced earlier.

6. Consideration of income of large families for more realistic funding be given.

7. The SEA work toward effecting a change in the curriculum in teacher-training institutions.

C. Problem areas checked by LEA's --

Some LEA's checked several areas: one checked all areas, eleven checked none. The numbers and areas checked are as follows:

65 Limitations imposed by Federal and State
5 Negative reaction in the community to Federal funds
16 Identification of pupil needs
12 Designing of projects to meet pupil needs
12 Inadequate planning time
2 Cooperation with private and non-public schools
3 Completion of project applications

32 Excessive paper work
14 Inability to obtain qualified staff
3 Pre-service and/or in-service training of staff
14 Shortage of administrative staff to plan and supervise the project.
35 Lack of school facilities or space for carrying out the project
9 Inability to secure equipment, materials and supplies in time
6 Delay between submission and approval of project
43 Delay of announcement of allocation amounts
0 Delay in financial payments
*42 Inadequate Title I funds
3 Fiscal accounting procedures
2 Lack of appropriate evaluation devices
11 No problems encountered in initiating and implementing this Title I project.

* Inadequate funds were checked because of teacher raises and an increase in fixed charges.

V. INTER-RELATIONSHIP OF TITLE I WITH OTHER FEDERAL EDUCATIONAL PROGRAMS IN ALABAMA

The LEA's marked the list below of other federal programs within the system which were related to the Title I program. Descriptions of some of the relationships follow:

120 ESEA - Title II
33 ESEA - Title III
2 ESEA - Title IV
8 ESEA - Title V
31 ESEA - Title VI-A
14 Educational Professional Development Act
95 U. S. Department of Agriculture Food Program
47 Head Start - OEO - Community
44 Neighborhood Youth Corps
52 NDEA - Title III
5 NDEA - Title V-A - Discontinued
30 Vocational Educational Act of 1963
5 George Barden Act
8 Smith Hughes Act
1 Job Corps
63 State Social and Welfare Agencies
23 Federal Social and Welfare Agencies
23 Medical Aid to Indigent Families
26 Emergency School Assistance Program

1. Community Action Agencies -- There are twenty-four CAA's in Alabama. Fourteen of these agencies serve two or more school districts. These agencies have been helpful in locating deprived children and assessing needs through surveys. They have helped with parental involvement by acquainting them with services which are available through CAA and Title I and by offering services such as counseling, recreation, and night classes to parents. CAA has supplemented Title I by aiding in preschool services. Records from Head Start are made available to first grade pupils. (SEE Head Start, number 9)

2. Title II has been the program most coordinated with Title I. Library books and audiovisual materials have been used by Title I participants. Librarians and aides assisted Title I children in using the materials supplied by Title II. Special emphasis was placed on reading and related activities in Title I programs. This effort was enhanced by Title II.

   Eleven counties and seven cities received special grants from Title II. This aid helped fifty-six Title I schools.

3. Title III, ESEA -- Thirty-three Title III programs were in operation. Those which were most coordinated with Title I were the media centers which served several surrounding areas and four which were concerned with reading. Materials and services were invaluable to Title I programs. Title III teacher-training centers and workshops were used by Title I personnel. Cultural arts projects were used by Title I children.

Four of the Title III projects for improving reading were directly beneficial to Title I children. Two projects for special teacher-training in the fields of self-appraisal and behavior modification included Title I teachers. One project called "Talents Unlimited" included Title I teachers and children in special activities designed to develop special abilities in productive thinking, planning, communication, forecasting and decision making.

4. Title III, NDEA -- Materials bought through this program were used to great advantage by Title I participants.

5. Title IV -- No Title IV projects were operated through the State. Two SEA's had projects which were conducted through a regional manager who works out from the Atlanta office. Those LEA's used Title IV funds for extended school days, tutorial programs, hiring and training personnel, and trips for teachers to view and study innovative methods being used in other areas.

6. Title V -- ESEA -- Coordination of Title V and Title I within the SEA has effected peripheral benefits to the LEA's. Title V funds were used in a study of the organization of the SEA; in providing consultative and technical assistance in academic areas and in special education; in providing leadership and consultative services to schools trying to meet accreditation standards; in collecting and storing information through the use of data processing; through providing services that assist in developing, improving, and expanding activities of the school lunch and transportation programs and of the graphic arts section; and in initiating and implementing an in-service program for all SEA personnel. All of these activities had a positive effect on the LEA's through supplying leadership and services which affected all programs being conducted by them.

   One Title V-Section 505 project is directed toward the development of comprehensive criteria which would provide the base for effective management of compensatory education programs. Two LEA's from Alabama have been involved in the program along with two LEA's from each of the other six participating states since the project originated in April 1972. A self-evaluation instrument is now being field-tested and will be modified during Phase III of the project. This project should have a direct effect on Title I management.

   Another project in which the SEA is involved is to develop a management information system (MIS). This will be helpful in reducing requests of information from LEA's and facilitating fiscal management for LEA's.

7. NDEA Title V was placed under ESEA Title III in 1970. Services are rendered to Title I children through testing and counseling services. In the SEA the staff is under the Division of Instruction as Student Personnel Services. This section supervises the state testing program which includes achievement and mental maturity tests for the fourth, eighth and eleventh grades. Results of this testing gives the SEA Title I staff a cross-check on scores turned in and also gives an idea of where the greatest needs are.

If the LEA used tests from the same company, they used the state tests for post tests on Title I children.

8. N.Y.C. -- Title I coordinators worked closely with the N.Y.C. in cooperative plans for supplying work training and night classes. In some LEA's trainees worked as library trainees, reading center assistants, and aides. One LEA had a NYC summer tutoring program.

9. Headstart -- Programs for preschool children funded by O.E.O. were held in the districts where C.A.A.'s existed. Twenty-four of the Headstart programs were conducted for a full year. Ten were operated for nine months, and ten programs were operated for two months during the summer. These programs were expansions of the full-year program to include some city systems not included during the regular term. The programs were very helpful in preparing students for school, especially in the communications area. Student records were available to Title I teachers. Fourteen of the programs were administered by boards of education and were considered a very important part of the educational program.

10. Education Professional Development Act -- Two workshops were held under the B-2 program for training teacher-aides. Two workshops were held by EPDA for training teachers and administrators in planning and evaluation techniques; specifically, in writing behavioral objectives. Many of the teachers were Title I teachers. The teacher-aide training programs were coordinated with local, state, and federal programs through the sharing of personnel, facilities and funds.

    Five LEA's participated in the Alabama Career Opportunities Program Consortium. The participants which served as paraprofessional aides in Title I programs had intensive training in the use and operation of media. The aides in the program who were paid from Title I funds were from Pike, Macon and Wilcox Counties and from Huntsville City. Those in the program from Jefferson County were paid through a Concentrated Employment Program. The linkage among the various programs caused each program to be more effective. Other projects linked to COP in Alabama included Headstart, Follow Through, VISTA, Migrant Workers, the Emergency School Assistance program and Model Cities.

11. Adult Basic Education -- Some students in this program were employed as teacher aides (Title I) or library aides.

12. State Social and Welfare Agencies -- These agencies supply information on low-income children and help with clothing and other family problems. Title I supplements some of the services and often provides psychological testing.

13. Appalachian Funds -- The trade and technical schools funded by this agency provided training for Title I secondary students.

14. Vocational Education Act, George Barden Act and Smith Hughes Act -- Title I children were helped through vocational counseling and specially designed classes to meet their needs.

15. The Emergency School Assistance Program provided teacher aides for some Title I classes.

VI. NON-PUBLIC SCHOOL PARTICIPATION

Sixteen LEA's reported non-public school participation in Title I activities during the regular school year. Others reported that the participation which had always been done in the summer could not take place because summer schools were not conducted in FY 73 in their systems.

Seven of the sixteen LEA's supplied teachers to the non-public schools. They also supplied services and supplies. The other nine LEA's who reported non-public school participation provided services, supplies and some equipment. The services consisted of supervisory personnel, counselors, testing services, nurses, other health services and one speech therapist. The teachers in the non-public schools were included in all in-service programs conducted by the LEA's.

Parents of non-public school children were invited to parent sessions. A principal from a non-public school served on one LEA Advisory Council.

A sample report is as follows:

> During the regular school year these students participated in the Title I instructional activities on Title I public premises, plus the additional services of a weekly reading instructor assisting in the classroom on private school property. Services of the Title I social worker and Title I school nurse were provided to the disadvantaged on private school property. The Title I Instructional Materials Center provided and delivered material and equipment for these children to their school upon a regular basis.

The coordinator of governmental programs in Catholic schools met with LEA's and furnished information needed for deciding eligibility of parochial school children for participating in Title I programs. He attended all statewide Title I conferences. The LEA's contacted non-public schools before writing the projects. Some did not respond. In many of the non-public schools, there were so few eligible children that a program was not feasible. The SEA gave assistance wherever possible.

Title I programs were implemented in three institutions for neglected and delinquent children and in three institutions for handicapped children. Coordinators of the Title I programs in the institutions attended the SEA workshops.

VII. CHANGES IN PROGRAM APPROVAL

General changes in program approval were due to more specific requirements and to added requirements. Before a project was approved each LEA was required to do the following:

1. Exhibit comparability.

2. Have an indirect cost plan approved or a letter from the superintendent stating that he would not collect indirect cost, but would operate within the regulations.

3. Prove the effectiveness of the FY 72 program or submit definite plans for changes, such as concentrating activities and services more, training the teachers and supervising the program more thoroughly.

4. Submit justification for the purchase of equipment for use in specific programs.

5. Submit an assurance check sheet which included a record of the meetings of the advisory committee.

6. Keep definite records of all parent meetings, who they are, what is discussed, etc.

PART TWO

COMPREHENSIVE ANALYSIS

I. NEEDS AND BASIS [illegible]EDS WERE DETERMINED

A. Trained personnel and physical facilities in which to operate.

B. Improvement of student basic reading skills.

C. Improvement of student attitudes toward school, self-image, and aspirational level.

D. Improvement of oral and written communication skills and study skills. (This was helped with pre-school programs in some LEA's where personnel and space were available and by Headstart programs).

E. Training of teachers in diagnosing needs of pupils.

F. Training of teachers in writing behavioral objectives.

G. Revision of curricula to meet needs and increase holding power.

H. More communication between project staff members and the regular staff members.

I. More positive involvement of parents.

These needs were determined by inability to schedule and conduct some special programs due to personnel and space problems; inability of deprived children to follow directions in testing programs, to communicate orally due to irregular or peculiar speech patterns and to the lack of experiential background; inattention and absenteeism; dropout rates and physical examinations.

II. LOCAL EDUCATIONAL AGENCY PROBLEMS

A. Lack of personnel (reading specialists, elementary counselors, speech and hearing specialists, special education teachers, and teacher of remedial math).

B. Difficulty in scheduling Title I activities and services.

C. Lack of space for new, additional, or innovative classes. This is a special problem for those LEA's who want to implement a pre-school program.

D. Orientation to Title I programs and acceptance by other school personnel.

E. Giving priority when there was a multiplicity of needs.

F. Gaining acceptance and use of new materials and methods.

III. ANALYSIS OF EFFECTIVE ACTIVITIES

A. Preschool: Thirty-two LEA's had preschool activities under Title I during the regular term. The participants were identified by testing, Headstart records, records of siblings who had been unsuccessful in school or by immaturity. They must be old enough to attend school the next year. Tests used were Peabody Picture Vocabulary, Draw-A-Man, Yang Ho Behavior Maturity Scale, Harrison-Stroud Reading Readiness Profiles, Scott Foresman Initial Survey Test, Lee-Clark Readiness, Boehm Test of Basic Skills and California Test of Basic Experiences.

The scores which were reported in percentiles show the following results:

Number of Students	0-25 % tile	26-50 % tile	51-75 % tile	76-99 % tile
Pre test 455	344	89	16	6
Post test 455	63	94	88	200

Out of 455 pre-school children only 63 will need additional readiness.

Preschool scores are not reported from other tests which gave raw scores, mental age or grade placement except for the report from one LEA in which test scores after a year of preschool are compared with scores made by children who had not attended preschool.

In some of the LEA's in Alabama the children come to school with little experiential background. The need for preschool in these areas is great.

Fourteen LEA's had Headstart programs which were operated through the boards of education during the regular term. Other Headstart programs supplied records to the LEA's.

B. Elementary: The elementary programs consisted of reading and mathematics in 120 LEA's. Two LEA's called the academic activities basic skills and communication skills. Three others had science and social studies in addition to reading and mathematics.

Services consisted of teacher aides, social services, counseling and testing, health services, psychological, etc. These services helped to involve parents and to reduce absenteeism.

C. Secondary: Reading and mathematics were the main instructional activities conducted in secondary grades for eligible Title I participants. The activities were more concentrated in the junior high school grades (7-9). Supportive services included teacher aides, social services, counseling and testing, health services (medical and dental) and psychological services when needed. One LEA had night classes in all academic areas in a dropout program. One LEA arranged schedules for NYC students to attend classes during the day. Another LEA conducted night classes for NYC students.

OTHER TITLE I ACTIVITIES

In addition to the programs for children of low-income parents, special programs were conducted in three state institutions for neglected and delinquent children, in two state institutions for handicapped children and eight LEA's for children of migrant parents. Special evaluation reports were written for those programs.

School systems which conducted migrant programs in FY 1973 were Baldwin, DeKalb, Jackson, St. Clair, Pike, Cullman, Geneva and Mobile.

Institutions for the neglected and delinquent were the Girls Training School, Alabama Boys Industrial School, and Alabama Industrial School.

Institutions for the handicapped were Partlow State School and Hospital, Alabama Institution for the Deaf and Blind and Lurleen B. Wallace Center.

TEACHER TRAINING

Training of teachers was done in scheduled in-service sessions, special workshops and attendance in college classes. Teachers who attended special workshops on Saturdays or at night or incurred expense attending other meetings were reimbursed at a rate not to exceed that of the state per diem rate. Other teachers were relieved of teaching duties to attend workshops in their fields of training. Many LEA's required in-service training regularly throughout the year. Others had a full week of training before the fall term opened.

The estimated amount of Title I funds spent on in-service training was $68,991. This amount contains funds for per diem, registration at workshops, stipends and pay for consultants from universities. Other training for Title I teachers and aides was paid from local funds or was combined with the training for other federal programs. The reports on the following pages reflect only the training which was paid from Title I funds.

One of the critical barriers to experimental and innovative teacher-training programs was eliminated in 1972 when the State Board of Education resolved to improve pre-service and in-service training programs for educators. Each LEA superintendent was required to submit to the State Board of Education a comprehensive plan for teacher training. Among the recommendations made by the Board were to "issue a letter of approval for those paraprofessionals who completed an approved program of training" and to "encourage experimentation in both pre-service and in-service teacher preparation programs designed to find new and better solutions to the problems of providing an adequate supply of highly competent teachers."

Another development at the state level has been the emergence of a limited pilot internship teacher-training project that will eventually be expanded to include the entire state. Through a partnership approach the SEA, LEA and IHE staffs will jointly provide training, supervision, evaluation, etc. for prospective teachers serving a year's internship in Alabama's schools.

In 1972 workshops planned were held for Title I reading teachers. In 1973, workshops were planned and conducted for the Title I mathematics teachers in eight locations in the state. Title I coordinators were urged to arrange for the teachers to visit other programs which were effective. The checklists for reporting in-service training and areas of training are on the following pages which contain the compiled figures reported by the LEA's.

STAFF DEVELOPMENT (USE OF TITLE I FUNDS FOR IN-SERVICE TRAINING OF TITLE I PERSONNEL)

REGULAR SESSION

	No. Teachers	Other Educators	Teacher Aides	Cost
*1. Attended College Classes	121	14	53	$558.
*2. Attended Local Classes for College Credit	145	12	19	886.
3. Workshops of Five (5) or More Hours	1219	184	681	36,318.
4. Short Term Instruction	921	110	317	9,422.
5. Visits to Other Programs and Activities	549	84	122	5,753.
6. Special Teacher Aide Instruction	280	45	451	4,263.

* If stipends were paid for college classes, specify area of study _____.

SUMMER SESSION

	No. Teachers	Other Educators	Teacher Aides	Cost
1. Attended College Classes	41	4	26	0
2. Attended Local Classes for College Credit	57	1	0	0
3. Workshops of Five (5) or More Hours	426	33	180	9,044.
4. Short Term Instruction	140	7	26	35.
5. Visits to Other Divisions and Activities	5	2	2	0
6. Special Teacher Aide Instruction	21	5	95	2,712.

If stipends were paid for college classes, specify area of study _____.

MAJOR SUBJECTS OR SERVICES IN WHICH TRAINING WAS RECEIVED

Subject or Area of Service	Number of Teachers and Other Educators	
	Regular Session	Summer Session
Guidance	48	2
Reading and Language Arts	1322	410
Kindergarten	106	18
Mathematics	447	168
Elementary and Secondary Education	174	40
Special Education for Handicapped	129	21
Speech Therapy	13	2
Health Services	104	2
School Social Work	17	2
Attendance Services	10	0
Library Services	62	0
Social Studies and Science	16	3
Natural Science	13	1
Pychomotor	11	0

PARENT AND COMMUNITY INVOLVEMENT

LEA Title I coordinators made a special effort in 1973 to involve the parents of participants in the Title I program. Many approaches were used and parents responded more than in years past. The LEA's which reported the most success were enthusiastic about the possibilities through effective communications with parents. They foresee better public relations, assistance in identification of social, academic or physical problems; fewer absentees and dropouts, future tax support (local); happier, more successful children; and even aid during the day through employment or voluntary work.

Many methods were used to involve parents. The ones most often reported were:

-- getting parents into the schools by means of student programs, coffee hours, special student demonstrations, home-making classes, using parents for chaperons on trips, and using parents for aides.

-- reaching the parents in the home by use of educational television with children on programs, use of radio programs, sending publications to them and by visitation of teachers, visiting teachers, social workers, school nurses, counselors, etc.

-- by really showing the parents that they were needed and welcome.

Other members of the community were involved by some of the methods listed above and by enlisting their help in the programs. Business leaders of various industries or vocations of interest spoke to classes and/or arranged for classes to visit the business site. In some instances, the talks and/or demonstrations were video-taped for use by other classes or future classes.

The community members were also involved in community-wide school projects and through the dissemination of materials.

ADVISORY COMMITTEES

The LEA's kept records of the advisory committee meetings. These records contained the dates meetings were held, the location, the names of the parents attending and minutes of the meetings. The assurance check-sheet which must accompany the application verifies that the PAC had met before the final writing of the application. The SEA consultants check the item concerning the involvement of the PAC very carefully when making an administrative review.

COMPLAINTS

A section was added in FY 71 to the Title I handbook advising the LEA's specific procedures to be used in handling complaints about any Title I programs or procedures. The importance of keeping records of the complaints and of what is done in regards to them has been stressed each year in all SEA meetings with LEA's.

THE TESTING PROGRAM

There is only one state-wide testing program. The State sponsors and supervises, through the guidance consultants, achievement and mental maturity tests for all fourth, eighth and eleventh grade pupils. The answer sheets are sent to the State Department of Education, for grading and processing. A large print-out and individual results are returned to the schools where each student is counseled concerning his strengths and weaknesses, is helped with planning the remainder of his high school career and in developing his plans for the future. Other test experiences are gained through taking interest inventory and special ability tests, FSAT, National Merit, GABT, ACT, etc.

Each Title I participant was given an achievement test. Some systems gave a test in the fall and in the spring. Others used the post tests in the spring of 1972 and gave the same children a post test in the spring of 1973. Children were given an achievement test and taken from the Title I program if needs had been met. Other children were admitted to the program when needs arose.

The tests most often used were California Tests of Basic Skills, Metropolitan Achievement Tests, Stanford Achievement Tests, SRA Achievement Tests, Gates-McGinitie Reading Test and Iowa Silent Reading Tests. First grade participants were given a readiness test and a post test. Those children who repeated the first grade were given achievement tests.

When test scores did not show as much progress as was expected, the LEA coordinator was required to analyze the problem and make whatever changes were indicated before the FY 74 project was approved.

On pages 28-31 the test scores were obtained by listing and averaging the scores by grades for each of the tests used most often. Scores from several other tests which were used by one or two LEA's are not included, but they are used in the SEA work with LEA's.

The average gain for 1971 was eight months. The average gain for 1973 was over one year. The SEA attributes the improvement to teacher-training in diagnosing needs and planning procedures to meet the needs, to the requiring of more monitoring on the part of LEA coordinators and better in-service training.

The scores of the children in Title I special education classes were not included in the reported test scores. Test scores for those children who were in the program for less than nine months are not included. In some instances children made as much as four years gain in one semester. Once their problems were identified and help was given, they were able to go ahead without special help.

In Alabama students who have the greatest need for compensatory education are selected first for participation in the Title I programs. Some of these are more than one year below grade level in the upper grades and all are below grade level in the lower grades. After these children who have the greatest needs are chosen, others who need help may be admitted to the program. All participants are functioning below grade level. With this variation, it is safe to assume that the participants have not made over seven months progress as an average. Thus a maximum of .7 months per month is used as the baseline for comparing performance for children receiving compensatory services.

Of the 72,127 Title I children in the reading program for nine months, in grades two through nine who took pre and post tests, 27% made over 1.5 year's gain, 51% made over one year's gain and 69% made over seven months gain. This indicates that 69% of the students made more progress than could have been expected without the special services. This is reported on page 26.

Of the 36,601 Title I children who participated in the mathematics programs for nine months in grades two through nine, 24% made over 1.5 years progress, 50% made over one year's progress and 71% made over seven months progress. This indicates that 71% of the participants made more progress than could have been expected without the special services. This is reported on page 27.

READING ACHIEVEMENT GAINS OF ESEA
TITLE I, PUBLIC SCHOOL STUDENTS
BY GRADE LEVEL, 1972-73

Grade Level	Number of students	Percent of students, by month's growth			
		Substantial 1.5+	Moderate 1.0 to 1.4	Moderate 0.7 to 0.9	Little or None 0.6 or less
One					
Two	13,587	27.93	26.86	18.37	26.84
Three	13,567	24.40	25.63	19.65	30.28
Four	11,930	23.02	23.15	19.11	34.74
Five	11,925	28.31	23.47	17.27	30.94
Six	10,642	26.23	22.81	17.03	33.94
Seven	4,874	30.59	21.54	16.15	31.72
Eight	3,958	31.51	21.50	15.51	31.48
Nine	1,644	25.67	24.39	17.15	32.79
Ten					
Eleven					
Twelve					
Total		19,178	17,421	12,997	22,531
or Average	72,127	27%	24%	18%	31%

This page is for those who participated for nine months.

MATHEMATICS ACHIEVEMENT GAINS OF ESEA
TITLE I, PUBLIC SCHOOL STUDENTS
BY GRADE LEVEL, 1972-73

Grade Level	Number of students	Percent of students, by month's growth			
		Substantial 1.5+	Moderate 1.0 to 1.4	Moderate 0.7 to 0.9	Little or None 0.6 or less
One					
Two	5,524	22.77	30.07	20.33	26.83
Three	6,047	25.98	27.95	19.23	26.84
Four	6,360	22.58	25.00	19.92	32.50
Five	6,691	24.54	24.47	20.10	30.89
Six	6,085	24.24	23.68	19.77	32.31
Seven	3,093	28.16	25.80	22.37	23.67
Eight	2,048	24.37	29.69	22.07	23.88
Nine	753	25.90	31.34	23.37	19.39
Ten					
Eleven					
Twelve					
Total	36,601	8,947	9,661	7,421	10,572
or Average		24%	26%	21%	29%

This page is for those who participated for nine months.

R E A D I N G

GRADE	PRE	POST	GAIN	PARTICIPANTS
CALIFORNIA TEST				
1		1.5*		5,042
2	1.1	2.1	1.0	8,365
3	1.7	2.7	1.0	8,485
4	2.3	3.2	.9	7,629
5	2.9	4.0	1.1	7,434
6	3.6	4.7	1.1	6,311
7	4.2	5.3	1.1	2,165
8	4.8	5.9	1.1	1,885
GATES-McGINITIE TEST				
1		1.7*		2,275
2	1.4	2.4	1.0	2,096
3	1.9	3.0	1.1	1,643
4	2.6	3.7	1.1	1,085
5	3.2	4.3	1.1	1,112
6	3.8	5.1	1.3	949
7	3.8	5.5	1.7	1,069
8	4.7	6.3	1.6	524

*Many of the first grade participants took pre and post tests which did not give grade placement scores. Others took a readiness test for identification and a post test which yielded grade placement scores. Only those post test scores are reported. The other scores (stanines, raw scores, percentiles, etc.) are on file.

READING

GRADE	PRE	POST	GAIN	PARTICIPANTS
METROPOLITAN TEST				
1		1.6*		877
2	1.4	2.2	.8	1,240
3	2.0	2.7	.7	1,835
4	2.4	3.3	.9	2,012
5	3.1	4.1	1.0	2,321
6	3.9	4.7	.8	2,134
STANFORD TEST				
1	1.7*			331
2	1.4	2.5	1.1	479
3	1.9	2.9	1.0	494
4	2.7	3.7	1.0	529
5	3.5	4.4	.9	476
6	4.3	5.2	.9	406
SRA ACHIEVEMENT TEST				
1		1.6*		627
2	1.2	2.5	1.3	852
3	2.1	3.2	1.1	816
4	2.7	3.5	.8	730
5	3.3	4.2	.9	684
6	3.7	4.9	1.2	743

M A T H

GRADE	PRE	POST	GAIN	PARTICIPANTS
CALIFORNIA ACHIEVEMENT TEST				
1		1.5*		1,506
2	1.2	2.2	1.0	4,224
3	1.9	3.1	1.2	4,770
4	2.7	3.7	1.0	4,631
5	3.3	4.4	1.1	5,576
6	4.0	5.1	1.1	3,935
SRA ACHIEVEMENT				
1		1.7*		251
2	1.4	2.5	1.1	1,215
3	2.2	3.3	1.1	1,224
4	3.0	3.9	.9	1,185
5	3.7	4.6	.9	770
6	4.3	5.2	.9	1,266

*Many of the first grade participants took pre and post tests which did not give grade placement scores. Others took a readiness test for identification and a post test which yielded grade placement scores. Only those post test scores are reported. The other scores (stanines, raw scores, percentiles, etc.) are on file.

M A T H

GRADE	PRE	POST	GAIN	PARTICIPANTS
STANFORD TEST				
1		1.7		176
2	1.4	2.2	.8	213
3	2.1	3.0	.9	276
4	2.7	3.8	1.1	275
5	3.6	4.9	1.3	267
6	4.3	5.4	1.1	281
METROPOLITAN TEST				
1		1.4		390
2	1.4	2.5	1.1	306
3	1.9	2.8	.9	238
4	2.8	3.7	.9	568
5	3.6	4.6	1.0	676
6	4.2	5.1	.9	616

SPECIAL REPORTS

Included in the 1973 FY Title I Evaluation Format were special outlines to be followed in writing reports on the following:

1. Each instructional activity.
2. Each supportive service.
3. Case studies in each of the areas.
4. Teacher-teacher aide program.
5. Parent and community involvement.

It was suggested that the outlines be given to Title I teachers and supportive service staff at the beginning of the year so they could begin keeping notes on the procedures being used or child being studied. Each staff member was to write a case study. Then the LEA coordinator selected the ones to be included in the evaluation report as originally submitted by LEA's.

On the following pages are samples of the reading and mathematics reports and case studies in those areas, the teacher aide program and the parent and community involvement program.

Copies of the reports on supportive services and case studies done by the personnel in those areas are on file with the reports not used in this report.

A. Chilton County Board of Education

B. Donald C. Finlayson, Drawer 69, Clanton, Alabama 35045, Phone 755-3190

C. Objectives

The objectives of the reading project were to select first grade boys and girls who scored low on Lee-Clark readiness tests and work with them individually so that by the end of the term, sixty-six percent would be reading on grade level.

Second grade students as well as those in higher grades were selected on the basis of scoring low on the Gates-MacGinitie or California Reading Test.

A program, planned and geared to the pupils needs is presented so that by the end of the year, sixty-six percent of the average intelligence students will show 1.1 growth and sixty-six percent of the slow learners will show .6 progress as measured by Gates-MacGinitie or California Tests.

Reading teachers at all levels attempt to improve pupils self-concept and general attitudes toward school and toward others.

D. 1. Reading class size ranges from eight to twelve pupils so that the instruction may be individualized to meet the deficiencies of each pupil.

2. Classroom organization throughout the county is designed to encourage independence in study and work habits. Group work is limited, while the one to one relationship between teacher and pupil is emphasized. Self-concept and attitude improvement is constantly encouraged.

3. Equipment and materials used in the program include the Hoffman Reader, Tachistoscope, System 80, Language Master, Language Master Junior, SRA Reading Labs, SRA Spelling Labs, SRA Skill Builders, Peabody Language Development Kit, Barnell Loft Specific Skills Series, Webster's Word Wheels and New Practice Readers, Reader's Digest Skill Builders, Phonics We Use, Random House Reading Program, tape recorders, record players, televisions, etc.

4. Other devices used to stimulate students were puzzles, modeling clay, individual chalk boards, sand trays, crayons, scissors, art paper, flash cards, charts.

5. Trips were made by Title I classes to points of interest such as the Birmingham Zoo, Festival of Arts, State Capitol, Coosa River, Lay Dam, theatrical productions, etc.

6. Reading teachers counsel with their pupils, parents and principals concerning student needs and the ways these needs are being met. They frequently are asked for counseling and suggestions by regular classroom teachers concerning methods for motivating and working with problem readers.

7. All Title I students received both audio and visual examinations by the school nurses. Numerous sight and hearing referrals were made. Speech referrals were made as were dental referrals in a number of cases. When pupils needed glasses or dental care and no other source was available, Title I offered assistance.

8. Class periods vary in length from forty minutes to one hour, five days a week, thirty-six weeks a year.

E. Participants

First grade boys and girls of average or slow learner intelligence are selected for this project on the basis of low scores on Lee-Clark Readiness Tests. Second graders through twelfth are chosen on the basis of being farthest behind the grade level appropriate for them as ascertained by Gates-MacGinitie or California Reading Test scores. A total of 1052 boys and girls whose ages ranged from six to eighteen years were enrolled in reading this term. Programs were planned for each on an individual basis.

Reading was taught by qualified teachers, eight of whom hold the Master's degree.

F. Related Component

Open House was held in the reading departments of all schools in the system. Parents received written invitations to see the project in action and to talk with teachers. Attendance was quite good at the open houses county wide and parents expressed pleasure that their children had the opportunity to be a part of the program that offered so much in the way of up-to-date equipment and teaching aids. Open house proved quite educational and it was also excellent public relations for the program. Large numbers of parents wrote notes and phoned the reading teachers asking how they might help their children with their reading at home. Suggestions and outlines were sent home when these requests were made.

Teacher aides proved an invaluable part of the project. Their work was done under the direct supervision of Title I teachers. They helped in group work as well as in one-to-one study situations. Other services rendered by aides included typing, duplicating, grading objective tests, setting up audio visual equipment, preparing bulletin boards, etc.

Inservice training consisted of a half day meeting prior to the opening of school, four regularly scheduled meetings, two special called meetings for the entire group of teachers. Individual teachers received inservice through attending the following: Alabama Education Association; International Reading Association in Denver, Colorado; Alabama Reading Association.

G. Project effectiveness is measured by pre and post testing. Standardized tests used were Lee-Clark, Gates-MacGinitie, and California.

The following results were obtained on students who took September and May tests.

GRADE	MEAN PRE-TEST SCORE	MEAN POST-TEST SCORE	MEAN GAIN
1	.5	2.0	+1.5
2	1.6	2.6	+1.0
3	1.8	3.1	+1.3
4	2.7	4.2	+1.5
5	3.2	4.7	+1.5
6	3.9	6.4	+2.5
7	2.4	5.0	+3.6
8	6.5	9.3	+2.8
10	4.6	8.5	+3.9
11	7.5	9.8	+2.3
12	7.1	10.5	+3.4

H. Total Cost of project $180,916.13

Cost per pupil $171.97

A. Chilton County Board of Education

B. Donald C. Finlayson, Drawer 69, Clanton, Alabama Phone 755-3190

C. Title I Reading

D. [redacted] is a first grade girl with long curly blond hair. The curls always seemed to be wrapped around slender pink bows to keep it out of her eyes. She is very fair and is small for her seven years. All of this combines to give her a frail appearance.

An examination of visual and hearing acuity by the school nurses indicated no apparent problem in this area. Her speech is not impaired, but she does have a nasal quality about her voice.

Early in the school year, [redacted], along with other first graders at Jemison, took the Lee-Clark Reading Readiness test. She scored 0.4 grade placement. This score indicates a one to six months delay in reading readiness and her expectation of success was only fair. Further testing using the Peabody Picture Vocabulary indicated she was slightly below average in intelligence.

After a complete evaluation of these scores and her classroom behavior, [redacted] was accepted in the reading program.

In the first months she came to reading, [redacted] seemed terribly shy and insecure. She was so afraid to go to the bathroom that she had several "accidents" in the room. She was the youngest child in her family. She has older brothers and sisters that are married and for some time she has been the center of attention. Adjusting to school was hard for her.

E. It seemed the first thing to do with [redacted] was to become her friend and show her school could be a fun place. Naturally, the environment had to be one of stimulation. Along with this the small class size seemed to allow her more freedom and she felt less threatened. [redacted] had opportunities to be a leader, a member of a group, and to work independently. The success of the program seems to stem from the fact that each child is made to feel worthwhile. [redacted] started on her own level of readiness and progressed at her own rate.

[redacted] had a variety of experiences in the reading program. She completed her work in readiness on the Controlled Reader and System 80...Learning Letter Names and Sounds. Her program was outlined to be sequential and developmental. She used the Hoffman Reader frequently and successfully completed the phonics program and the Level One Achievement Unit.

As she developed in skill and independence she began work in the SRA Reading Laboratory and she made great gains here. To supplement her regular work, [redacted] also worked on Listen-and Think tapes, word games, experience stories, and a variety of games and creative activities.

F. Her comprehension has improved, she can analyze words beautifully, and she has developed a strong sight vocabulary. She is no longer shy but is enthusiastic and projects this enthusiasm to the whole class. She works well on all assignments and enjoys the challenge presented by school. [redacted] has a good self-concept and self-confidence. She is able to accept an assignment and work independently.

[redacted]'s post-test scores on the Lee-Clark First Reader show her to have a grade placement of 3.3. This means that her growth is +2.9 over her first test. Her homeroom teacher and her parents have expressed great pleasure in her improvement. For the teacher this experience has been like watching a delicate flower blossom.

A. Cullman City Schools

B. Myrtle Mitchell
P. O. Drawer 887
Cullman, Alabama 35055

Telephone Number: 205-734-2233

C. Individual Case Study of Reading

D. This case study was taken from the Title I program conducted in the Cullman City School System during the 1972-73 school year.

[redacted], a ten-year-old fourth grader, attends East Elementary School in Cullman, Alabama.

At the beginning of his fourth year in school [redacted]s reading level was 1.8. This score was the results obtained from a C.A.T. [redacted] comes to us from a broken home. He lives with his mother and an aunt. He receives no encouragement from home. Any time that we called about him when he was absent, we were always told that he was sick. He would be seen outside by the neighbors. His attendance was very irregular. When he was in school he often appeared jittery. From his appearance he was undernourished and suffered from a lack of sleep.

E. Treatment:

During the school year he was involved with a variety of activities. We worked on spelling, writing, work attack skills and comprehension.

F. Improvements Observed:

April 11, 1973 [redacted] was given the California Achievement Test Battery. His reading score was:

Vocabulary	Comprehension	Total Reading
2.8	3.4	3.1

His reading improved from 1.8 to 3.1, a growth of one year and 2 months. I feel that this was an important gain for [redacted].

A. Bibb County

B. Thomas W. Burns, Title I Coordinator
103 S. W. Davidson Drive
Centreville, Alabama 35402
Phone 205-926-9311

C. Case Study - Reading

D. The subject selected for the study is in the fourth grade. He is eleven years old, which is over-age for the grade having re-repeated the third grade. He is the youngest of the family. There are five children in all and all of them are in school. His father and mother both work.

When given the California Achievement Test for reading at the beginning of the school year his grade equivalent was 1.6 which is 2.4 years below his anticipated achievement level.

Diagnostic approaches employed were various tests such as SPIRE, Primary Reading Placement Test, SRA Starting Level Guide Phonics Survey, and Read On Diagnostic Tapes. A pre test on the objectives for the reading program was administered.

E. Remedial methods used were many and varied. The subject did group work on the Hoffman Reader, Cassette tapes from the Primary Reading Program, Word Building Program, Spelling Tapes and Tach-X.

F. This student has shown much improvement. His grade equivalent on the California Achievement Test on reading is 3.7 which shows a gain of 2.1 on the post over the score made on the pre-test.

On the post-objective test an 80% gain was made over the pre-test.

A. Jasper City Schools

B. Carolyn Black
Jasper City Schools
P. O. Box 500
Jasper, Alabama 35501
Telephone: 384-6021

C. Secondary Reading

D. Case History

[redacted], a white, twelve year old seventh grader, came in the Reading Lab at the beginning of school in September, striking out at anyone who dared say anything to him and certainly to one who would correct him. He was loud and boisterous. Within the hour period he seemed determined to break every rule of the school, as well as the rules and regulations of the Reading Lab. After trying to put Ricky in charge of the records, books and other odd jobs in the room and meeting every suggestion with a "no", in sheer desperation I asked if he would like to learn how to operate the tape machine. He said that he would. For the next few days he and I worked together with a buddy he had chosen. After he had learned this operation, I put him in charge with his buddy as assistant.

For the next few weeks, I heard nothing from him except a cherry "Good Morning" and off to the tape machine he would go selecting seven more students to go with him. He took charge completely and did a very good job. He and his group as well as the rest of the class listened to the entire Checkered Flag series. Then he was introduced to SRA Reading Lab. At the time that he was tested, with the California Diagnostic reading test and the San Diego State College Word List, he was reading on the 4.0 grade level. He continued to read avidly and sometimes would get so interested that he would work two power builders in the SRA Reading Lab. One day when he was reading on the 6.4 level, he made 67 on his comprehension test. He came to me and said, "This low grade disturbs me. What shall I do?" I knew then that [redacted] was going ahead and in the right direction. Now, he reads everything, the newspapers, books, short stories, and magazines. He asked for books for Christmas and now orders the paperback books from Arrow Book Club for his own library. He had no place to keep his books and told me this one day. I mentioned that I had a bookcase in my garage that I was not using and he could have it. "I can't take a gift from you," was his answer. I assured him that I did not plan to give it to him and that I needed help in taking inventory and also some one to check the Title I stickers on all of the equipment in the Reading Lab,

and I had thought of him. This seemed to please him. I do not know who was happier with the bookcase, [redacted] or his mother when I carried it over one afternoon after school, after he had cleaned it up and repainted it.

[redacted] was tested this past week and I had to be sure about him as well as some others whose grades fluctuated to some extent so he took the Nelson Reading test which was given to all members of each group and the Spasche Diagnostic Reading Scales. He is now reading on the 8.7 and we still have two weeks in school.

[redacted] has succeeded in that he has accomplished the five objectives that are listed in this report.

A. Tallapoosa County Schools

B. Jimmy K. Sanford, Tallapoosa County Schools, Courthouse,
Dadeville, Alabama
Telephone Number 205-825-4234

C. Project - Reading Title I
Reeltown High School

D. Background of student:
Age: 8
Birthday: 2/5/65
Sex: Female
Health: General health observed as good. However, the subject has problem unaided by glasses.
Fathers occupation: Pulpwood
Mothers occupation: Mop factory worker
Further family information: The subject is one of six children. The income meets the requirements of the free lunch program.

General appearance: Untidy
Attitude: Good, slightly shy
I. Q. : Normal range
Other observations: Limited language experience

Reason for recommendation to program:
1. Teacher suggestion
2. Results of California Achievement Test in Reading: The student scored 0.7 (reading on the seventh month level). At the time of testing this score was 1.3 (one year and three months) below grade level.

Diagnostic test given:
1. Peabody Picture Vocabulary (I.Q.)
2. Wepman Auditory Discrimination Test
3. Dolch Sight Vocabulary
4. Informal Survey (phonics, syllablication, words in context, etc)

Prognosis:
Good

E. Summary of Test and plan of remediation

The Wepman test showed that the student's auditory discrimination was adequate. As far as observed, she had no hearing problem. However, she obviously had a visual problem. One of her eyes was partially crossed. And, she read with her face very close to the printed page. It was also learned that she had previously worn glasses. These were somehow misplaced. After Christmas, the student returned to school with glasses. Her vision was improved, and she moved away from the reading material to a normal range.

This student needed to use material at her own level. In the regular

classroom she was attempting to work on second grade level. Further, she needed to meet success in reading. Her self-concept was not a good one. This was solved by simply lowering the level of material to be read. When first entering the program, her independent reading level was approximately 1.0. She had been working at frustration level in the regular classroom. For free reading time, the student was aided in selecting reading matter not above a 1.0 level. Instructional material was chosen slightly above this level. The following are examples of instructional materials used:

Hayes Supplementary Reading (Grade 1)
Hoffman Reader (Grade 1 stories)
Bib Skilltext

The student was successful at this level. Also, her self image was improved, not only by her new success in reading, but also by her new appearance with glasses.

As determined by the Dolch list (sight words) and an informal reading survey (phonics, words in context, words in isolation, etc.) the student was lacking skills needed to read on grade level. From test information and a survey of student interest, the following program was planned.

Skills Needed	Materials Used
Phonics	Modern Curriculum Press Workbook
Initial Consonants	Merrill Skilltext Workbook
Final Consonants	Flash Cards
Medial Consonants	Phonic Bingo
Vowels (long and short)	Vowel Lotto
Blends	Hoffman Reader (sounds)
	Teacher prepared material
Structure	
Compound Words	Teacher prepared material
Affixes	
Slight Word Recognition	Popper words
Words in Context	Bingo
Words in Isolation	Tic-Tac-To
	Hayes Memorgraph material
	Tatistascope
	Picture Word Builder
	Pairs Game
	Wall Charts
Comprehension	Basal Series
Reading for Main Idea	Bibs
Reading for Detail	Nichy
	Library Books
	Story Filmstrips
	Hayes Supplementary Reading
	Hoffman (stories)

The approach with this student included not only skills needed but also an approach which developed language experience and enjoyment of reading. Thus, it was important to find materials of interest to her. Here, art, experience charts and field trips were incorporated providing materials to enhance interest. Further, the Hoffman Reader stories were used as a source of vocabulary and language experience.

F. Results:

At the January testing the student scored on the California Achievement Test 2.2. This was only 3 months below grade level. From starting at her own level, she began to meet success in reading. Soon, she built skills upon skills. At the final testing (May) of the California Achievement Test, she scored 2.7.

Summary:

I feel that this student can work adequately in a regular classroom. Although, she still needs work on some skills, she can compete with her peers competently. The skills that have not already been obtained, she can gain in the regular classroom. The following is a record of grades (in all subjects involving reading) given to the subject before and after she entered the Title I reading program.

Subject	September Grades	April Grades
Reading	D	On Grade Level
Language	C	C
Spelling	D	A
Social Studies	D	B
Science	D	B
Writing	D	C
Arithmetic	D	B

In summary, I would like to emphasize an important part of the students remediation process. Probably the most noticeable progress was her change of attitude toward reading and her new enthusiasm for reading.

A. Talladega City Board of Education
Talladega, Alabama 35160

B. Mrs. Shirley Dial, Title I Reading Teacher
Graham Elementary School
106 Franklin Drive
Talladega, Alabama 35160

C. Later Elementary Reading

D. [redacted] is a 5th grade student who, when tested in April of the fourth grade, showed that he was below grade level and below his anticipated level. This showed that Todd was behind 1 year and 2 months in his reading skills.

E. [redacted] started at the beginning of the plus 4 program. The beginning means that he went back to the name and the sound of each letter, both consonants and vowels. From the names and sounds he progressed to the formation of words from spearate sounds. Then he went from words to phrases and from phrases to sentences. From reading sentences, he progressed to the meaning of sentences. The plus 4 program teaches both word attack and comprehension skills through an individualized approach. [redacted] progressed through this program at his own rate of speed. At the beginning, the work was easy for [redacted] and he progressed rapidly. Gradually, he came to skills that he was weak in or did not possess at all. For this reason his progress was slow.

Before he could proceed from one unit to the next, he had to master the unit in which he was working. In each individual unit, [redacted] received instructions and help from the cassettes, edited by Dr. Kottmeyer, and from me. After his instructions he did practice work in his Code Book and Dr. Spello workbooks. I supervised all his practice work and at any point where he showed weakness, I gave individual help and continued his practice work until he showed that he had mastered the skill.

[redacted] was belligerent at the beginning of the year and he would not cooperate at all. I had to insist that he work. But as he began to work on his own and was able to go as fast as he could, his interest increased. He decided he wanted to be ahead of everybody and so he really began to work.

When he reached the unit 13 reading cards, he worked like a little beaver because he wanted to read all the sports cards before anyone else. He thought he was racing but really he was improving his reading.

He enjoyed the Everyreader readers and scored well on the tests that he took concerning them.

F. When he was post-tested on May 22, he scored a 5.1 grade level. This was 3 months ahead of his anticipated level. [redacted] did not finish the plus 4 program, but the units he did complete strengthened his reading foundation considerably.

A. Clay County Board of Education

B. Don Fulbright
P. O. Box 216
Ashland, Al. 36251

Telephone No. 354-2192

C. Supplementary Reading Program for Educationally Deprived Students in Grades 1 through 6

D. This case study is about a fourth grade boy. He was tested in September with the California Reading Test and rated a grade placement of 2.1. He was tested in May, with the same test but different level, and obtained a grade placement of 4.8, showing a gain of two years and seven months. His pre-test score of 2.1 was not a true showing of his ability. He was actually reading on a third grade level but he was shy and very uncertain of his abilities when he took the test in September. He had a definite speech problem and this, along with several other things, made him have very little confidence in himself. He felt that he could not do the work that his classmates could do, and he was quite timid and humiliated about this at times. He was very poor in phonics and was more conscious of his surrounding than of actually trying to do his work.

E. Treatment

He was given work in the reading lab that he could do easily and give correct answers. Since the materials used in the lab are color coded or coded in other ways, he did not know what grade level he was working on. After praising his work for several weeks and gradually moving him up to harder levels, he began to feel free to ask questions about things he did not understand. Then he eventually had the courage to answer questions directed to the entire class and one could see his confidence growing. He was helped one day each week by the teacher concentrating on his speech problem. [redacted] moved to another school within the system in May and was put in the lower section of the fourth grade. Within a short time his teacher suggested that he be moved to a higher section. Through working with a small group and having help with his speech problem he overcame his fears and became a much more confident person in all phases of school work.

F. After Treatment

Pre-test grade placement according to the California reading test was 2.1. Post-test grade placement was 4.8. [redacted] improved 2 years and 7 months in a 9 months period.

[redacted]'s regular classroom teacher had the following comments to make about his school achievement.

"[redacted] has shown much improvement in several areas of learning. His progress in academic subjects has been good. In attitude and study habits he has improved. He has become more willing and eager to do his work. He has even done extra work. He has seemed happier this year. Part of [redacted]'s progress may have been due to the fact that he was with a group in which he could excel."

A. Opp City Schools

B. Evelyn G. Larigan
South Highlands Elementary
Brown Street
Opp, Alabama 36467

Telephone No. 493-6031

C. Title I Reading

D. Description prior to treatment

[redacted], a second grade eight year old black boy is an only child. A pre test given [redacted] at the beginning of the school year placed him at 0.6 years grade level. He showed very little interest in reading and was seriously lacking in basic reading skills.

E. Description of treatment

[redacted] was placed in individual work at his level. After a few weeks of work at a very low level, he suddenly showed a sharp increase in reading skills and was able to progress rapidly to much higher levels of work.

F. Description after the treatment

[redacted]'s new interest and capability in reading carried over to other areas of work. On a post test given in the early part of May, he scored 3.4 as his grade level; an increase of 2.8 years progress.

A. Winston County

B. Farris C. Southern
P. O. Box 8
Double Springs, Alabama 35553

Telephone - 489-5018

C. Later Elementary Reading

D. [redacted] is a fourth grade student. His obtained grade-equivalent on the California Achievement Test in reading at the beginning of the year was 1.6. His teacher believed that he would benefit from reading classes.

[redacted] is a boisterous, energetic boy, but is very likeable. His overall attitude is good.

E. [redacted] was eager to read aloud at any time. His main problem was a lack of comprehension. He could call words without understanding completely what he had read. His teacher found that he especially liked books about nature, and the librarian supplied him with books that were on his reading level. His reading teacher had him follow up his reading by answering questions and doing work sheets. He also worked with the Craig reader.

F. [redacted]'s score on the California Achievement Test at the end of the year was 3.9 grade, a gain of two years and three months. He jumped from a 1.0 grade equivalent on the comprehension section of the test to a 4.0.

His hand is often the first to come up when the teacher asks a question about a story.

[redacted]'s teacher, as well as his parents, are pleased with his progress.

A. Clarke County Board of Education

B. G. C. Nichols
P. O. Box 428
Grove Hill, Alabama 36541

C. Reading

D. [redacted] is eleven years old. He is four feet eight inches in height. He weighs eighty-one pounds and has light brown complexion and brown eyes. He was born on December 1?, 1961.

[redacted] was a child who was constantly tired and unable to devote himself to his class work to the limit of his ability.

One day I had the students to complete an interest inventory on which the question "What do you like to do best?" appeared. [redacted]'s one word answer was "sleep." In an early conference I asked Paul about this. He told me that the thing he like to do best after school was to take a nap. He gave the same answer to his favorite pastime on holidays and during the weekends.

[redacted] was a lethargic fifth grader, but he was not a problem in regards to his conduct and was well-liked by his peers.

The pre-test administered in October of 1972 indicated that Paul was reading on a first grade level (1.6).

E. The mother was informed of [redacted]'s behavior during an early parent conference. The mother stated that she realized that [redacted] was sleeping too much. It seemed that he preferred nap time to playtime. It was suggested that [redacted] be given a thorough physical examination. The doctor discovered a glandular disorder and treatment was begun immediately.

In the Title I classroom the following materials teaching methods and equipment were used to help bring up [redacted]'s reading level:

1. Alice and Jerry reading series by Harper-Row
2. Planned vocabulary building program followed by reading exercises and comprehension
3. Hoffman Reading Program
4. Cassettes
5. Phonics in a nutshell
6. Seat work

F. After administering the treatments the participant began to show great progress. The boy's mother saw me six weeks later and related how much her son had changed. He seemed to like school better and was enjoying reading more.

As [redacted]'s general health continued to improve during the year so did his study habits and interest in his school work. He was reading on a fifth grade level (5.0) before the end of school as measured by the California Reading Test. This represented a gain of 3.4 for the year.

A. Thomasville City

B. James E. Clarke,
Thomasville,Alabama
Telephone - 636-2810

C. Reading

Individual's description - A seventh grade girl reading on a third grade level entered the class. Her reading level was determined by scores made on the Stanford Achievement Test. The child had a fairly good oral vocabulary, but poor word attack skills and extremely poor comprehension. She was discipline problem because she was older than the other students. Misbehaving was her way to get attention.

E. After testing this child, she was place in a group with students having the same or a similar problem. She received individual attention and was priased for her attempts to do her work. Basic word attack skills were re-taught and emphasis was placed on her gaining a working sight vocabulary. Title I materials and equipment were used to aid the child.

F. After receiving individual and concentrated help, this child's reading level improved by two years and six months. She will again be placed in reading classes next year and hopefully can be brought up to her grade level.

A. Coosa County Board of Education

B. Margaret D. Swindall
P. O. Box 27
Goodwater, Alabama 35072
Telephone No. 839@6365

C. Remedial Reading, Title I

D. [redacted] is a Negro girl who was in the 5th grade. When she was in the fourth grade she was so far behind that she was retained. This was when she was recommended for special reading. Tests results showed that she was mentally competent, but she had not learned the fundamentals for reading. She did not know the initial consonant sounds, the phonetic sounds of vowels, or the basic vocabulary words above a beginning second grader.

E. We began work in a very easy SRA Basic Reader which introduced simple words and patterns. Consonant sounds were introduced slowly with sufficient repetition. The words were used in games, rhyming poems, and simple plays which they enjoyed acting out. The patterns in word endings were used in choral reading, with all types of actions such as clapping on certain patterns, marching on others, etc. She began to relax. Prior to this she had been so withdrawn and shy that her learning was difficult. She used the workbook right along with the Basic Reader. The pictures with the words and phrases aided her understanding and gave meaning to the words. The questions improved her comprehension.

The first part of the year was spent largely on building vocabulary and learning to decode words. Other materials used with this were the word games, tapes, films, the Hoffman program, Dolch word list, and games.

After Christmas a variety of other materials were used. She began working in the SRA lab for more comprehension and phonics. She worked with the controlled reader to improve her speed and comprehension. She began to read lots of library books.

She would try to finish lunch early in order to come to the reading class before the others, so that she could begin work in the SRA lab and to see how many library books she could read.

[redacted] completed four of the SRA Basic Readers and workbooks.

By the end of the fourth grade the tests showed her to be up to 4.2 in comprehension and 4.1 in vocabulary and 3.9 on SORT.

She came back to reading a second year in the fifth grade. This year she continued and completed the SRA Basic Reading Series and Cracking the Code Reader and workbook. Cracking the Code is designed for fourth and fifth graders who need help in figuring out words on their own. She continued in the SRA lab and progressed as high as any of the other members of the class. She completed a Hoffman Series, the word games kit and read many library books. With the use of the controlled reader she had become a fast reader.

I worked closely with her classroom teacher and frequently discussed instruction materials being used at Mattie's progress.

F. [redacted] has earned and learned self confidence. She has become very cooperative and now has a great desire for self improvement. Her test scores tell a great deal of the story:

Test results:

Gates MacGinitie	Grade 4 September 1971	Grade 5 May 1973	2 years Progress
Comprehension	2.1	5.6	3.5
Vocabulary	2.4	5.0	2.5
SORT	2.9	7.1	4.1

CAT scores (given by the guidance counselor in April 1973)

Comprehension	6.4
Vocabulary	6.2

According to the California Achievement Test scores she is slightly above grade level in both comprehension and vocabulary. The scores on the Gates MacGinitie are not quite as high, but they show vast improvement. The scores from the Slosson Oral Reading Test place her 1.1 years above grade level.

TITLE I MATH PROGRAM EVALUATION

A. DeKalb County Board of Education

B. Contact Person: Byron Lang, P. O. Box A, Fort Payne, Alabama, Telephone: 845-0414

C. Objective: It was the objective of the early elementary math program that first grade students who were immature and not ready to do first grade work would make 9 months progress in math as measured by the California Achievement Test. In the second and third grades it was the objective of the program that 70% of the students who were performing six months to one year below grade level would make 1.4 years progress and 20% would make 8 months progress in math as measured by the California Achievement Test. In later elementary it was the objective of the program that 65% of the students who were performing six months to two years below their grade level would make 1.2 years progress and 25% would make 7 months progress in math as measured by the California Achievement Test. In the secondary grades it was the objective of the program that 70% of the students who were performing six months to two years below their grade level would make 1.6 years progress and 20% would make 9 months progress in math as measured by the California Achievement Test.

D. Treatment: Each class had approximately twelve students. The class period was forty-five minutes in length for early elementary, fifty minutes for later elementary and one hour for secondary, two days per week for either 18 or 36 weeks, depending on the progress made by the student. If the student made substantial progress the first 18 weeks, he was sent back to his regular class and replaced with another student the second semester. Some students stayed in the Title I math program the full school term.

The class is organized in such a way that each student has his own working area. The individual work areas are arranged so as to minimize disturbance by other members of the class. Each student works on the skill in which he is deficient. For instance, after the teacher has made a student profile using such instruments as standardized tests, teacher-made tests and teacher observations, the teacher then determines the math skill in which the student is deficient. The student is then ready to begin his own individualized program of study.

The students in grades one through three were placed in groups of three. After a period of observation and a study of the test scores by the teacher, these groups were further divided according to their needs into a one-on-one situation by the use of machines such as the System 80, Language Master and Pacer. The System 80 provides lessons in addition, multiplication and division. The Language Master can be used for number identification (first grade), signs and symbols. Pacer lessons follow

a sequence from basic sets to number recognition and simple addition and subtraction for lower grades. In the upper elementary and secondary grades, students were given individual schedules after their test results had been studied and they had been observed in the room for a period of time. These schedules are followed during each class session and involve the use of such machines as the System 80, Language Master and Pacer. The System 80 lessons are used to improve skills in addition, multiplication and division. The students are given pre and post tests for each series of lessons and they progress at their own rate on the lessons. The Language Master is used to improve skills in subtraction, addition, multiplication and division. The student operates the machine himself and records his own voice giving the answers to the problems. The Pacer is used in the upper grades for work in addition and learning the tens place. There are also lessons in subtraction and reading math problems. On all grade levels the Flash X and Tach X were used in groups to provide for the development of general accuracy in seeing and remembering and the continuation of training with subject matter material. Workbooks were used to help students who needed to learn basic principles of mathematics and to help those for whom other approaches to mathematics had proved ineffective. It was found that many of the students did not know the multiplication tables. Much time was spent teaching these tables. We also made use of flash cards, number lines, graphs and diagrams. Various duplicated materials (particularly Continential Press materials) were used and were a great help in the teaching of math.

All students participating in the Title I math program were screened by the Title I nurses to detect any hearing, vision or dental defect. The services of a speech therapist and psychometrist were available for those students referred by Title I teachers.

E. Participants: Students participating in the Title I math program were originally selected upon the recommendation of the classroom teachers. After such recommendation, the student was given the California Achievement Test. Upon computing his scores and grade placements, the student was either accepted or rejected for admission to the program. Acceptance constituted being from six months in lower grades to two years in upper grades below their grade level in math.

The program is designed to offer individual experiences. Classes can be composed of different grade levels and contain approximately twelve students of varying ages. Both boys and girls are included in the class.

The staff included thirty-four teachers with an aide in each Title I room. The majority of the teachers and aides have been in the program five or six years. Training experience was through workshops, in-service training and special instructional workshops. The teacher is responsible for the final selection, placement of students, administration of experiences and progress of the students. The function and responsibility of

the teacher and aide are to test and work with pupils according to their individual needs.

A standardized edition of the California Achievement Test was administered at the end of the training period as a post test.

F. Related Component: A Parent and Community Involvement Program was an important part of the Title I program. In initiating this program, it was felt that the better informed the parents were in regard to the Title I program, the more encouragement the students would receive at home. In an effort to involve parents and other interested members of the community, parent-teacher conferences were held at various times during the year. Also, special days were set aside for visiting the Title I room. During these visits, the parents were shown the equipment and materials, how they were used and what they were designed to do for the pupil. Pictures were taken during the special days of visitation, showing the students working with the different equipment and materials. These pictures were sent to the news media to be published in local newspapers.

The aide plays an important role in the Title I program. The aide assists the teacher by performing most of the non-teaching duties, such as typing, record keeping, distributing materials, checking and charting results of daily work of students and setting up equipment and materials for each class.

Six in-service meetings were held during the school year with the teachers, aides, supervisor, coordinator and superintendent in attendance.

Health services were provided by the Title I nurses. Speech therapy and the services of a psychometrist were provided for those students referred by the Title I teacher.

G. Effectiveness: To measure the effectiveness of the math program in assisting the pupils to progress to their grade level, a pre and post test were given. The testing instrument was the standardized edition of the California Achievement Test. Each pupil's results were computed by the staff. The results of the math achievement are presented below. These results represent two groups, one for half the year and one for a full year.

Grade	Average Gain 1/2 Year or Less	Average Gain Full Year
1	.9	1.1
2	1.2	1.3
3	1.1	1.4
4	1.0	1.6
5	1.1	1.2
6	1.1	1.4
7	1.6	2.0
8	2.0	1.3
9	1.4	1.3

Grade	Average Gain 1/2 Year or Less	Average Gain Full Year
10	1.7	2.4
11	1.9	1.1

H. Total cost of the math program was $115,406.41 with an average per pupil expenditure of $29.71.*

* This figure includes only the salaries of the mathematics teachers and aides, the prorated salary of the supervisor and the cost of the software used in 1973.

SYSTEM Morgan County

Evaluation of a Mathematics Program for the Elementary Grades.

A. Morgan County Board of Education

B. Delmer Bagwell, Title I Coordinator
Morgan County Board of Education
P. O. Box 1863
Decatur, Alabama 35601
Telephone - 205-353-6442

C. Objective of Project - Given the experiences of one year in the special mathematics program, students enrolled in the elementary grades will progress as shown in the following table. This progress is determined by the scores made on the California Achievement Test.

Gain of Students Measured in Years Progress-

TABLE I

Grade Level	Substantial 1.5+	Moderate 1.0-1.4 - 0.7-0.9		Little or None 0.6 or Less
1	8%	22%	50%	20%
2	10%	24%	48%	18%
3	12%	30%	43%	15%
4	10%	23%	47%	20%
5	12%	25%	45%	18%
6	14%	26%	45%	15%

In order to achieve our primary objective, the following secondary objectives were accomplished. The students are able to -

1. improve their skills in the four fundamental processes.
2. measure different units of length.
3. construct sets and sub-sets of numbers.
4. use a number line to add and subtract numbers.
5. recognize and name some of the most important geometric figures.
6. exemplify a knowledge of fractions and their relationship to the whole number.
7. convert numbers from base 10 to some other base.
8. convert common fractions to decimal fractions and vice versa.
9. work with the balance scales, graphs, patterns, pictures, coins, and clock in order that the students gained a knowledge of measurements, weight, time, temperature, money, and liquids.

SYSTEM Morgan County

D. Treatment: The mathematics program in our schools was conducted in grades 1-6. The size of the classes ranged from 8 to 14 with the average being around 11. All classes were grouped according to interest and ability. The introduction of new concepts were usually done orally, with class participation. All matrix charts, tables of multiplication, etc. were readily available for instant use. In some instances, the furniture was movable in order that certain math games could be played on the carpet. The student desks were used when working with worksheets, workbooks, and some games; otherwise, the setting of the classroom was very informal.

The equipment and materials in all math rooms were about the same. This included charts, overhead projectors, filmstrips, filmstrip projector, mathematical bingo games, number wheels, flash cards, record player with multiplication records and worksheets, cuisenaire rods, fact kit, mathematical involvement kit, playmoney, and many others. In most rooms the decor was math-orientated. In some instances, the curtains and walls were decorated with numbers and figures. The walls had addition charts, multiplication charts, and division charts. To help stimulate the children, some math games were played by making use of filmstrips, mathematical bingo, number wheels, flash cards, etc. It has proven very effective to stimulate all aspects of math in our program.

Our three counselors worked with the math and reading program. They planned their schedule so that they could visit each school at least once per week. They talked with the teacher to find out if she had any problems that needed to be brought to their attention. They also checked with teachers concerning excessive absenteeism and at various times gave spot tests to determine if there were some in the program who had progressed to the point that they could return to the regular program.

The health nurses visited each school at least twice per month after the initial visit which usually lasted several days depending on the size of the school and the number of students in the program. If the teachers had noticed any special problems with any of the children, they were checked by the health nurses with a report and recommendations made to the parents. Free lunches were provided to students under the National School Lunch Program. The health program provided medical assistance to the deprived students and also health education which included health habits, cleanliness, nutrition, and healthful living.

The time for treatment for each class was from forty-five to sixty minutes. The classes were held during the regular school hours from 8:00 a.m. to 3:00 p.m. five days a week for thirty-six weeks.

E. Participants - The participants for our math program were selected by the counselors and the classroom teachers from the results of the California Achievement Test. Students who scored in the lower quartile of the test as determined by the national norms were given priority. All of these students were at least one grade behind the national norms.

Some of them were from one and one half to two years below their grade level. About four hundred forty-two students fell into the above category, and they were selected for treatment. The students ranged in ages from 6-15 in grades 1-6. The classes consisted of both boys and girls with boys out-numbering girls by a ratio of 2 to 1.

A majority of these students came from low-income families having several other children in the home. In some cases, they did not have the same parents, which means that there was a partial lack of interest on the part of at least one parent. Due to their disadvantaged home environment, a good number of the students had a low self-image and a depressed outlook on life. Several of the participants were overage for their grade, and combined with lack of academic success, had caused them to become behavioral or discipline problems.

By studying cumulative records and test results of each individual child, his needs were diagnosed and remedial treatment made immediately. Our mathematics program in the elementary school required the services of six teachers that worked with the students each day. All of the teachers had at least a B.S. degree and held a professional elementary certificate. The teachers and aides have accepted the challenge to improve the student's achievements in math in the elementary schools of Morgan County. This is done by working to raise the level of each child, and so inspire him that he will put extra time, effort, and energy to do that which is possible. Through this success, he has raised his own self esteem.

F. Related Components - The counselors, teachers, teacher aides, parents, classroom teachers, and lunchroom supervisor are an integral part of our special mathematics program. Parental involvement really has improved our special mathematics program. Through understanding of the program, their attitudes have changed from one of rejection to that of acceptance. All students are given health examinations. Students requiring medical, dental, or nutritive assistance were referred to the proper agency for treatment. All teacher aides, who are located in the school with our special math program, assist the math teachers. They also work with the students in order to free the teacher from some of the classroom chores so that she will have more time for planning. Pre-service and in-service training were given the staff members involved in the special math program. Faculty members from colleges and universities, representatives from equipment, materials and supply companies, and specialists of the title I staff served as consultants for our in-service training.

G. Effectiveness - By the use of pre and post test we were able to determine the effectiveness of our program. The instrument used in grades 1-6 to measure this results was the California Achievement and Mental Maturity Test. The following table gives the amount of gain in each grade over a period of nine months for our special mathematics program.

SYSTEM Morgan County

MATHEMATICS

TABLE I			No. Students	No. Students		No. Students
Grade Level	Total Tested	Av. Gain	Substantial 1.5+	Moderate 1.0-1.4	0.7-0.9	Little or None 0.6 or Less
1	98	1.6	55	16	8	19
2	119	1.4	67	31	11	10
3	87	1.5	49	18	12	8
4	90	1.6	49	19	7	15
5	48	1.5	22	15	4	7
6	0					

A study of the above table reveals that progress above one year and four months was made in all five grades. The average for all grades tested was 1.5+ or just about one year and five months. The table also reveals that the gain was comparable on all levels and the differentiation was negligible. As revealed in the table, the difference in gain between the highest and lowest grades was only two months.

The table further reveals that grades one and four had the same average gain of 1.6 (one year and six months). It also reveals that grades one and five had the same average gain of 1.5 (one year and five months). Grade two stand alone with an average gain of 1.4 (one year and four months).

The most revealing part of the table is the number of children categorized into substantial and moderate gains. The table reveals that over 50% of all students tested in grades one, two, three, and four had a gain of 1.5 (one year and five months) or above while grade five had 45% of the students to achieve on this level. A further study of the table reveals that there was a slight shift in the number of students in the little or none category into higher amounts of achievement which is designated by moderate or substantial gains. It also reveals that the greatest numbers were in the groups that shifted from moderate to substantial gains. This proves beyond a doubt that our math program was very effective and that our objectives have been reached.

Other factors that could have contributed to the success of the program were the changes in opinions and attitudes on the part of parents who had children enrolled in the program. An informed citizen is a valuable citizen. As parents became more informed and developed a better understanding of the program, they supported the program. The home and school working together did an outstanding job in motivating and building positive concepts, etc. By the two working together through parental involvement groups, the atmosphere changed from one of rejection to one of acceptance. As a result of this cooperation between the home and school, the children became more disciplined, and the problem of attendance ceased to be as much of a problem.

SYSTEM Morgan County

H. Budget - The total cost of the project and the per pupil cost is given in the table below.

	FUNDS EXPENDED			
No. of Students	Title I	Local	Total	Per Pupil
440	$52,570.00	$240.00	$52,810.00	$120.02

CHOCTAW COUNTY FY '73

Mathematics Case Study

A. Choctaw County Board of Education

B. Woodie S. Napper, Superintendent
117 South Mulberry Street
Butler, Alabama 205 459-3533

C. Special Mathematics

D. [redacted], a seven year old boy from the second grade, was chosen for this study. His I.Q., as revealed by the Otis Alpha A Test was 88. On the California Achievement Test in Mathematics, 1970 edition, Level I, Form B which was given in April 1972, [redacted] had a grade equivalent of 0.6 — the lowest which could be measured by the test. It may also be noted that he had a total score of twenty-four correct answers from a possible score of eighty-six.

[redacted] was in good health. He had never had any serious illnesses. His eyes and ears were in normal condition. His muscular coordination was good. He had a good attendance record in the first grade. He was absent from the mathematics class seven days this year.

[redacted] was the oldest child in a family of four children. He has a younger brother in the first grade and two brothers who have not started to school. He came to school neat and clean. He was obedient, kind, cooperative, and quite talkative. He played well with the other children and enjoyed the outdoor games. His mother is a housewife who cares for the family, and his father is a laborer. His mother seems to be very interested in [redacted]'s school work and encourages him to do good work. [redacted] lives in a small rural neighborhood near other children who attend the same school that he attends.

E. [redacted] came to the mathematics class for nine months. During that time he worked with a variety of materials such as counting blocks, flash cards, clocks, counting frames, quiet counters, calendars, charts, duplicated materials, filmstrips, records, and others. The activities of the class were many and varied, and the experiences of the children were used to stimulate interest and understanding.

F. [redacted] improved in his mathematical work this year. He became more interested in doing his work well and he worked hard. He would prefer a second chance to get a correct answer rather than to have a problem marked wrong on his paper. Later in the year, he became very interested in taking material home to work. He would work it and bring it back to class.

CHOCTAW COUNTY FY '73

[redacted] has shown a marked improvement in his mathematics. Seven months after he came to the class, he was given the California Achievement Test in Mathematics, Level I. The following results were shown:

Computation 38 correct answers with a grade

Equivalent of 2.8 year's progress

Concepts and Problems 43 correct answers

With a grade equivalent of 3.4

Total grade equivalent 3.1

By comparing the test scores at the beginning of the year with those at the end of the year, it may be noted that [redacted] has progressed 2.5 years. He is interested in mathematics and wants to do his work correctly. He responds to classroom activities with a pleasant attitude and quick answers. He likes to work. He will return to the regular third grade mathematics class next year and should be able to do regular third grade mathematics.

A. Pickens County Board of Education

B. Margaret Huff, Teacher
Reform Elementary School
Box 96
Reform, Alabama
Telephone 375-6644

C. Remedial Mathematics

D. Description of Individual Prior to Treatment:

[redacted] is an eleven year old black girl, one of seven children, enrolled in the 5th grade in 1972-73. She was referred by her classroom teacher for the Title I mathematics program because of previous academic failures. When she came into the program she was shy and withdrawn and communicated little with her teacher, aide, or peers. She sat and drummed her pencil on her desk and participated little in class activities. Previous test results indicated low performance, especially in mathematics sub-test areas. For screening purposes, the Metropolitan Achievement Test for elementary mathematics, Form G, was administered to [redacted] on May, 1972; test results were as follows:

Math computation: Raw score, 20; Grade equiv. 3.6
Math concepts: Raw score, 15; Grade equiv. 2.9
Problem solving: Raw score, 12; Grave equiv. 2.9
Total mathematics: Raw score, 47; Grade equiv. 3.2

Based on these results, [redacted] was performing 1.8 years below grade level.

E. Treatment:

It was noted that [redacted]'s attendance record was not good and might be a contributing factor. Her extreme shyness and withdrawal, plus reluctance to participate, indicated a need for individual attention.

Special attention and guidance was provided by the teacher and aide to develop a more wholesome self-attitude. She was not pushed into any situation that would make her feel insecure. She worked independently under the close guidance of the teacher and aide and received lavish praise for her achievements. Since she showed general low development in math areas, a balanced variety of activities were provided for her. Gradually, the teacher worked her into, first a "paired" situation (where she was asked to 'help' another student) and finally into the mainstream of class activities, games, etc.

F. Description of Individual After Treatment:

Classroom involvement and understanding teachers aided [redacted] in developing a more positive self-image and she has begun participating in class activities voluntarily.

[redacted]'s post-test results on the intermediate level Metropolitan Test, Form F, administered May, 1973, shows great improvement in the various sub-test areas. She obtained a composite raw score of 47, grade equivalency of 4.8 -- an increase of 1.6 years.

[redacted]'s attitude toward self and others has improved greatly, she is still somewhat shy, but is beginning to be a part of the group.

Kindergarten

A. Bessemer Board of Education

B. Bonnie Nicholson
412 North 17 Street
Bessemer, Alabama 35020
Telephone Number: 428-6321

C. The specific objective for pre-school children is as follows: The Title I kindergarten program will provide the kinds of experiences which will prepare the child for first-grade school readiness. 85% of the students will achieve a score indicative of readiness for first grade as measured by the TOBE, Test of Basic Experiences.

1. The teacher will provide the materials, equipment, and instruction in order for the child to learn appropriate reading-readiness skills. Through this intervention:
   a. The child will be able to speak in complete sentences.
   b. The child will be able to re-tell simple stories.
   c. The child will be able to say simple nursery rhymes.
   d. The child will be able to perceive gross likenesses and differences.
   e. The child will be able to follow simple directions, i.e., hang up your coat; put the blocks away; get out your mat.
   f. The child will be able to reproduce simple rhythm patterns, i.e., hand clapping, snapping fingers.
   g. The child will be able to recognize common indoor and outdoor sounds.
2. The teacher will provide the experiences, materials, and equipment in order for the child to gain appropriate mathematical concepts. Through this intervention:
   a. The child will be able to count objects.

b. The child will be able to label the group of counted objects with a numerical name, i.e., * * * * * = 5

3. The teacher will provide the necessary materials, equipment and experiences which will help the child to live a more healthy life, have more successful play experiences, and to strengthen his self-image. Through this intervention:

a. The child will learn simple health concepts such as body cleanliness, care of teeth and hair, rest, and proper food and clothing.

b. The child will experience parallel play as well as cooperative play.

c. The child will think of himself as a person who is liked by others, who can accomplish tasks at his level, and who enjoys school.

D. Treatment

The kindergarten class size ranges from 15 to 20 children with 1 teacher. The class is organized around centers of interest. For instance, one center will provide books; another center will contain many manipulative toys such as puzzles, peg boards, beads and laces; and another center may be arranged for science experiences with scales, magnifying glass, aquarium, and bird nests. A quiet corner will be set aside for books and quiet games.

Various equipment and material are used in special techniques. For instance, the Language Master is employed for vocabulary building as well as speech improvement and self-concept. Teacher-made games and charts are used to reinforce learning.

Devices such as clocks, scales, thermometers are used to stimulate interest in problem-solving activities.

Field trips are used extensively at the kindergarten level. Two classes enjoyed as many as thirteen excursions during the nine-month period. Short walking trips to the park, the grocery store and mail were taken in good weather. Longer trips were made by bus and car to the zoo, the pet shop, a visit to another school, the dairy, the bakery. The children and the teacher planned the trips. Parents and principals helped with arrangements and supervision for the outings. Lunchroom workers prepared snacks to take on long trips. Experience charts were used to record the trips. Children told what they did and saw on the excursion. The children dictated stories to the teacher about their trips. Art activities were used to help children further express the feelings and understandings they gained from the trip.

Counseling and guidance services are provided by many individuals on the Title I team. Parents also act as guidance resource persons. Sociometric studies help teachers and parents to have a better understanding about the child. Conferences with teacher, supervisor, and guidance person are held for the purpose of discussing individual children. Checklists and daily observations made by the teacher help her to have a better understanding of a child's behavior and growth patterns. Counseling and guidance is a vital and on-going part of the kindergarten program. Helping parents to understand the child's behavior at home and at school and to encourage them to be a part of the learning-teaching team is an important facet of

kindergarten education.

Health and nutrition are high on the list of priorities for kindergarten education. Through the lunch program, children are provided a well-balanced breakfast and lunch. Learning to eat different foods and a variety of foods is a new experience for many preschool youngsters. They learn that sweets come after meats and vegetables are eaten. They also learn that before lunch, hand should be washed and that following meals, teeth should be brushed. The children bought and prepared foods from the basic food groups.

Various health agencies in the community help provide a comprehensive health clinic which checks hearing and vision, gives pre-school examinations and provides nursing services. Resource persons are always available for consultation about health questions and problems for the family as well as the school.

The kindergarten day begins at 8:00 a.m. and ends at 1:00 p.m. Some children stay after hours and the teacher engages them in special learning activities. The program operates five days a week for 36 weeks.

E. Participants

Children were selected for participation in the kindergarten by a screening process. Twelve classes were provided in three schools. Parents registered children for classes in September. Prerequisites for entrance were (1) the child must be 5 years of age on or before October 2, (2) the child must verify birth date with birth certificate, (3) the child must have a physical examination, (4) the

family must live in the city limits of Bessemer, and (5) the family's income must fall in the lower income brackets according to Title I guidelines. The participants included five year-old boys and girls, who would be eligible for school the next year. According to standardized tests, children fell below national norms on the Test of Basic Experiences (TOBE). Through the use of checklists and teacher observations, it was found that these children in general were lacking in language skills, socialization skills, and general school-readiness skills. It was further observed by the teacher that many of these children exhibited behavioral problems. The treatment provided a teacher in a self-contained classroom with 15 to 20 children. Preventative as well as remedial prescriptions were designed for individuals as well as group participation. A resource teacher and twelve classroom teachers compose the kindergarten staff. The resource teacher has a M.A. degree. Two of the teaching staff have a M.A. degree and the remaining ten are certified, holding B.A. degrees. Experience ranges from one to twenty-six years of teaching experience. All staff members attend workshops and professional meetings. Each teacher is responsible for the planning and implementation of the program for her class. Each teacher works as a member of a curriculum team which plans cooperatively. The resource teacher is responsible for teacher in-service, program planning, purchasing of materials, equipment, and supplies, and in the general supervision of the program.

F. Related Component

Parent involvement, or in a broader sense, family involvement plays

an important part in the kindergarten program. Parents and other family members are encouraged to participate in the life of the school. Families act as helpers by offering their services as aides in the classroom and as workers on various school projects. In one school, some of the mothers in the class made each child a Christmas gift. In another class, parents helped with painting and making repairs in the room. Family members accompanied groups on field trips. Parents helped plan and give parties for the children. Special programs were planned by parents and teachers for the purpose of learning more about young children. The kindergarten program acknowledges that parents are co-teachers with school teachers and that they work together for the education of the child.

G. Effectiveness

The results of the pre- and post-testing of TOBE, language section, form K, were as follows:

Pre-test Results

N - 200 September, 1972

0-25 % tile	26-50 % tile	51-75 % tile	76-99 % tile
83	63	40	14

Post-test Results

N - 200 May, 1973

0-25 % tile	26-50 % tile	51-75 % tile	76-99 % tile
2	16	38	144

The results of the kindergarten reports and the skills checklist revealed that all kindergarten children made progress in areas of physical, emotional, social and intellectual growth.

As the result of eating a hot meal at school daily, teachers and parents observed that children, for the most part, learned to eat new foods. They found that children were less inclined to eat between meals when they had eaten well at school. Children learned that sweets are to be eaten following a meal rather than preceding it.

H. Budget: $109,815.00

Number of Participants: 240

A. East Choctaw School
Butler, Alabama 36904

B. Mrs. Alatha G. Mason
P. O. Box 658
Butler, Alabama 36904

Telephone No. 459-2958

C. Kindergarten, Case Study

D. (The following name used in this study is not the real name of the child but the following study is a true study of a real child in my kindergarten class.)

Family Background: [redacted] was born on January 28, 1967 at his parents rural home in Choctaw County. He lives at home with his mother and father. His father cuts paperwood. His mother cares for his two younger sisters and for her small niece. [redacted] has two older sisters that are eight and eleven and two younger sisters that are 19 months and 5 months. The family lives together in a small frame home that has four rooms. The house has no running water and no indoor bathroom facilities.

[redacted] has never been to a city and has never been in a large department store or supermarket. He has been to York, Alabama about 25 miles from his home and to Butler, Alabama about 15 miles from his home.

The family owns a black & white television and a radio. They do not take a newspaper or any magazines. [redacted] has had very few toys of his own.

[redacted] attends church with his family each Sunday.

School Background; [redacted] was given the Boehm test in August, 1972. His score was 12 so he was entitled to participate in the Title I Kindergarten Program. In December, [redacted] was given the Boehm

test and his score was 44. [redacted] was not given any special consideration above what the other children were given, but each child was given individual attention. This seems to indicate that he had the ability, but did not have the opportunity to develop his potential.

E. TREATMENT: [redacted] was given duplicated work, shown film strips, participated in the group discussions, taught games, taken on educational field trips, taught nursery rhymes, songs, lessons from the Peabody Kit and many other readiness activities.

F. AFTER TREATMENT: [redacted] was given the Lee-Clark Reading Readiness test in April and he scored 1.9+ grade placement, which indicates he is ready for the first grade and indicates he should be a successful first grade student.

In my opinion, [redacted] would not have been ready for first grade if he had not received the readiness training in the Title I Kindergarten program.

SYSTEM Morgan County

Evaluation of a Teacher-Aide Program for Elementary

A. Morgan County Board of Education

B. Delmer Bagwell, Title I Coordinator
Morgan County Board of Education
P. O. Box 1863
Decatur, Alabama 35601
Telephone - 205-353-6442

C. Objective of Project - To free the reading teacher from many of the chores that can be performed by non-professionals so that she can work directly with the children and provide experiences that they can benefit from in reading and adjustments.

To achieve the above primary objectives the following secondary objectives must be accomplished.

1. to assist the classroom teacher with audio-visual materials, record keeping, preparation of the instructional materials, and work individually with students or with groups in the classroom when needed.
2. to assist in extending the reading program to a larger number of children.
3. to help slow groups and reinforce learning.
4. to keep classroll, academic records, and file all data.
5. to work when at all possible in the absence of the teacher.
6. to provide students with varied activities and more individual assistance in the reading programs.
7. to increase rate of reading and sharpen recollection.

D. Involved in our English Reading program and special mathematics program in the elementary school were 20 teachers, 12 aides, and eleven staff members.

E. All of our aides are at least high school graduates. Most of them have had college experience by attending either an academic college or finishing a business course. Several aides have above two years in college and several are presently enrolled in colleges for academic credit. All of our aides are competent and familiar with the use and operation of audio-visual equipment and duplicating machines. Most of our aides have been in the program for several years. Some are advancing by taking night classes.

F. Teacher aide training for our system is done through pre-school workshops and regular meetings of aides held at an in-service meeting four times during the regular school year. Most of our aides have been in the program for five or more years, which gives them a broad background and wealth of experience to work from. They are exposed to new experiences each year in the form of workshops with specialists conducting them. In addition to the workshops, the aides attend a three-day county-wide workshop where they are in classes with our regular classroom teachers and Title I teachers. Most of their workshop experiences have been in elementary education with emphasis on how to accelerate the slow learner.

SYSTEM Morgan County

G. Our workshops here in the Title I Materials Center at the Morgan County Board of Education were conducted by Dr. Azalea Francis from Athens College. This workshop was under the direction of the Title I staff. We used consultants from our State Department of Education our State Universities in this area. The total educational staff of the Title I project which included the reading teachers, the math teachers, the counselors, the supervisors, the nurses, and the Title I Coordinator shared in the training experience of the teacher aides.

H. Our teacher aide program has been one of the most effective programs set up under our Title I funds. This statement is based on the reports from teachers and principals praising the work of the teacher aides. The teachers felt they could carry on more activities, render more services to the students, have better discipline, and boost the morale of the classes if they had teacher aides to assist.

Teacher aides helped the teachers in various ways and in various activities. They worked with Title I reading and math teachers in the use of audio-visual equipment, special reading machines, phonovisual materials, and in administering and scoring standardized tests.

Other duties that the teacher aides performed are as follows:

1. assist the students in checking out books, preparing duplicated materials, and teaching materials.
2. preparing and arranging bulletin board, listening to individual students read orally, working with individuals and groups using the tape recorder.
3. operate the Craig reader, controlled reader, film strips, SRA labs, basic reader, primary typewriter, various reading games, phonovisual workbooks.
4. check first, second and third grade students on basic sight words and vocabulary words, assist in giving reading tests and scoring them.
5. read stories to students.

The teacher aide takes students to the library when it is essential for individuals or groups to be supervised in the use of materials and the finding of books in the library. They also work with special groups when it is evident that they need additional help to keep up with the rest of the students.

And finally, there is the most important aspect of the teacher aide program, the child. We have discovered that it has made a great difference in attitudes, discipline, and achievement of the deprived students by having materials where they are needed and when they are needed. The students can have much more individual attention when they are in a class if an aide is present to assit the teacher. In essence, we can say the teacher aide helps to make the reading class a special experience for the deprived children.

A. Dale County Schools

B. Reynolds Ellisor, Project Director
P. O. Box 978
Ozark, Alabama 36360
Telephone Number - 205-774-2355

C. Instructional Aide Program

D. Case Study of Effectiveness

Name: [redacted]
C. A.: 9 years
Sex: Female

Race: Negro
Grade: 3
School: George W. Long High

[redacted] is very cooperative with her teachers and has never been a discipline problem. She is very shy and quiet but well liked by other students. Because of her shyness and timidity, she performs better in a small group rather than in her regular classroom.

[redacted] lives with her parents and six brothers and sister. Her parents work hard at their regular jobs to support their family and keep the children in school.

Test Administered and Results

Vision and Hearing Acuity

[redacted] was examined by the school's Title I health nurse at school.

Auditory discrimination abilities appear adequate according to her report.

Snellen Chart

Right eye - 20/30

Left eye - 20/25

Attitudes Survey

Pre Test	Post Test
1.6	3.3

Teacher-made Tests

Tests show weaknesses in vowel generalizations, medial and ending sounds, vowel combinations, and syllabication.

Silvaroli Informal Reading Inventory

[redacted]'s independent reading level was first grade. This test was given at the beginning of the school term. The independent level is the level in which a child can read with no more than one error in word recognition (Pronunciation) in each 100 words and has a comprehension score of at least 90%. At this level [redacted] made one error in both oral reading and comprehension check.

[redacted] enjoyed getting library books of her volition after she had completed the work assigned her for reading. It is necessary that work continue toward correcting her skills deficiencies while she has a good, positive attitude. She also enjoyed the various reading games furnished through Title I projects.

TUSCUMBIA PUBLIC SCHOOLS
Fourth Grade Tutorial Reading Program

A. Tuscumbia City Schools

B. Sarah Turberville
P. O. Box 149
Tuscumbia, Alabama 35674 Telephone Number: 205-383-6045

C. Objectives:

As a result of working with a volunteer tutor --

1. 40% of the Title I fourth grade students will make one or more years of progress as measured by the Gates MacGinitie Reading Test.

2. 50% of the students will make six to nine months progress as measured by the Gates MacGinitie Reading Test.

3. 90% of the students will show improvement on a teacher-made checklist in the affective domain.

D. Thirty-three fourth graders worked in the tutorial program. Under the supervision of a director, seventeen high school students worked approximately fifty minutes during their off-periods five days a week with the fourth graders. Sixteen of the students worked with two children each period; one tutor worked with one child.

The high school students were chosen on the basis of their interest in the teaching profession and their past record of dependability, punctuality, and sincerity.

The tutorial director provided two weeks of training and preparation for the tutors. She continued to work very closely with the tutors in the use of the proper materials and techniques. The director did the testing and prescribing for each student. Periodically, she worked with each fourth grader in order to keep a close check on the effectiveness of the methods and materials being used with the child.

The tutors also attended the Mental Health Workshop for Title I parents. They were made aware of the importance of helping the child develop a positive attitude toward his ability to learn. The tutors learned that praise is generally more effective than criticism.

The program was individualized in order to meet the needs of each fourth grade student.

The tutors used vocabulary word drill cards which consisted of words taken from the reader that the student was using in the regular classroom. The tutors also helped the child work in a workbook which correlated with his

work in the regular reading program. The high school student viewed filmstrips and listened to tapes with his students so that he could review and re-emphasize the skills and concepts which were presented. The tutors also provided easy books and allowed time for the fourth graders to read orally.

The following are some of the instructional materials used in the program:

1. Sounds and Stories.
2. Reading games using Dolch Basic Sight Words and the Sullivan Vocabulary.
3. Sullivan Programmed Reading.
4. See the Difference Workbook .
5. Sequential Method for Making a b.
6. Films, filmstrips, tapes.

E. The majority of the fourth grade students who participated in the reading program were students who had entered a Title I remedial reading class in the third grade but did not make enough progress to be able to work successfully in a regular classroom without some additional help.

A few of the students were new students who were reading one or more years below grade level.

Many of the students had multiple problems such as, unfavorable home environments, poor self-concepts, physical disabilities, and bad attitudes toward school and learning.

Twenty-three (23) boys and ten (10) girls participated in the program.

F. The Tutorial director worked closely with the parent of each fourth grade child. She also served as a parent coordinator for the Title I program in which she planned and directed workshops or training sessions for parents of all Title I students.

A social worker provided necessary social services for the students and their families.

The Tutorial Director participated in a workshop for teachers in which they received training in identifying learning disabilities, child growth and development, mental health, motor skills, and teaching basic concepts.

The following specialists provided the training for the teachers and aides:

A psychologist and director of the graduate reading program at Florence State University.

Tuscumbia Public Schools
FY73

Tutorial Reading Program

A school consultant from the Mental Health Center

Head of the Physical Education Department from the University of Georgia.

A professor from the Education Department of Athens College.

Seven meetings were held during the year with the Title I Coordinator. During these sessions, the teachers reviewed books, viewed films, examined new materials, and discussed effective techniques.

A uniform method of record keeping was established.

The calendar of events was reviewed during these meetings.

Results of testing and possible program revisions were studied.

G. Effectiveness:

Objective #1
93% of the students who worked in the reading program made one or more years of progress as measured by the Gates MacGinitie Reading Test.

Objective #2
7% made six to nine months progress.

Objective #3
76% of the students showed improvement on a teacher-made checklist in the affective domain covering the following:

- Attitude toward school and reading
- Listening habits
- Following directions
- Work habits
- Self-control

H. Title I $ 3,854.00

Per Pupil Cost $ 117.00

A CASE STUDY OF EFFECTIVENESS

A. Tuscumbia City School System

B. Mrs. Lola Burke
107 Highland Place
Sheffield, Alabama 35660 Telephone Number: 205-383-1835

C. Title I Tutorial Program
Northside School
Tuscumbia, Alabama 35674

D. In September, 1972, when [redacted] entered the tutorial program at Northside he exhibited very immature behavior. His natural defense was to turn off and to tell us that he did not want to learn. Evidently the experience of failure had been so painful that he didn't want to let himself in for it again. He constantly interrupted the tutor while he worked with the other student. When work was assigned to [redacted], he would not complete it. He chose to draw instead. If he were admonished, he would whine. The tutor and his teacher were very concerned when he did not retain the basic concepts he had been taught.

[redacted] was often absent due to asthmatic attacks. An older brother was an excellent student; though, the mother assured us there was never a comparison made between the boys.

E. Four types of tests were administered in gathering information to serve as a guide for diagnosing and prescribing a program for [redacted]. These were California Mental Maturity, Gates MacGinitie Reading, Wide Range Achievement, and Mill's Learning Method Test. Results from testing showed his ability level to be average. Tests results indicated his stronger areas were audio- and kinesthetic. His eyes were examined. Letter and word reversals were common in his response which indicated his problem was dyslexia.

Materials Used in Treatment

1. See the Difference Workbook
2. Sequential Method for Making a b
3. Sullivan Programmed Reader
4. Sounds and Stories
5. Creative Stories

No method was used exclusively as [redacted]'s attention span was very short. The tutor frequently blended methods to motivate [redacted]. Both the tutor and the Director made a special effort to give [redacted] an extra amount of praise. [redacted]'s mother came several times to talk with us about [redacted]'s reading disability.

F. It was very evident that [redacted]'s improvement in reading also aided his health. His asthma attacks occurred less frequently. His mother reported he asked members of the family to listen to him read. Before, he refused to read at home.

Conclusions:

[redacted] has matured socially, and he is very pleased with his progress. The classroom teacher says he reads to the class now and she feels without the help of the tutor [redacted] probably would not have succeeded in accomplishing this.

[redacted]'s pre and post test scores are:

Gates MacGinitie Test	Pre - 2.5	Post - 3.2
Wide Range Achievement	Pre - 2.4	Post - 3.0

A. Arab City Schools

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C. Special Education Case Study

D. The subject's family consists of one older, married brother and six sisters, two of whom are younger than the subject and four who are older. There are six people now living in the home: three sisters, the subject, and the mother and step-father. The real father was killed in an accident several years ago and the mother then married a saw-mill worker. The subject's mother, a housewife, is completely illiterate and the step-father is very limited in his ability to read or write.

The subject's home is quite small and rather dilapidated. In the words of the subject, when asked to define the word "slum", he replied, "Where I live!" The home consists of four small rooms with no indoor bathroom. The only source of heat is a large coal burning heater in the living room.

The subject's school records are incomplete but he reportedly had to repeat the first grade three times. He made failing grades throughout the elementary school. After failing the sixth grade he was tested and subsequently placed in special education.

The subject has difficulty in seeing objects at a distance and after testing it was found that he needed glasses; however, after repeated visits to his home by the school nurse, she gave up in her attempt to persuade the parents to obtain glasses for the child.

The language and speech abilities of the subject are retarded. His vocabulary is very small and this can probably be attributed to his limited exposure and few experiences. His main speech problem is poor enunciation.

Most of the subject's social problems stem from environmental deprivation. During his life has received little exposure at home to books, magazines, newspapers, television, etc. To give an example of his social impoverishment, he has never been to a circus, zoo, musuem, park, or even to a ballgame. As a result of this he is socially immature.

Stealing, lying, bragging, and showy behavior are all emotional problems exhibited by the subject. He often puts small items belonging to the other students in his pockets and when confronted he insists they belong to him. If one of the other pupils tell

something they have at home, the subject immediately begins to elaborate on what he has. He seems to think his bragging and showing off will help him belong to the group. If one of his classmates receives praise for a project or activity, the subject then begins ridiculing the child's accomplishment.

The subject is fourteen years old and is quite thin and underweight for his age. His blonde hair is below his ears and always appears unkept. His teeth have the appearance of having never received any care. The clothes he wears are of average quality and are usually clean.

He is very enthusiastic about any work or project going on in the classroom and is a willing participant in all activities. The subject seems to have a natural artistic ability. When he finishes the assigned class work he immediately pulls out a sheet of paper begins drawing or painting.

When the subject was placed in special education he was reading on a first grade level. His apparent disinterest in reading and short attention span seemed to intensify his reading problem.

The subject was also very limited in his knowledge of math. At the beginning of the year he could not add two one-digit numbers. He had no conception of how to tell time, subtract, divide, or multiply.

The subject was reported to be somewhat hyperactive and a behavior problem in class. In addition to these were the emotional problems: lying, stealing, bragging, and showy behavior.

During the year phonetic and word structure skills were emphasized and the subject seemed to grasp these skills readily. Each day he read aloud to the teacher for about fifteen minutes. He also received help from the other students on the Dolch 220 word list.

After receiving special help from the teachers' aid for several weeks, he was finally able to tell time. At all times, he was given problems that were comparable to his ability and also received drill work after mastering each new math concept.

After the subject discovered that he was free to draw or paint when he finished his work, his hyperactivity seemed to almost disappear and he certainly was not a behavior problem. When the subject found out that his assigned work was not too difficult for him this also helped to eliminate some of his problems. The other students in the room did more to correct the subject's emotional problems than the teacher did. When he took something or told a lie, he received pressure from the others to put the article back or to tell the truth. He also discovered that they made fun of him because of his bragging and showy behavior, and

after receiving recognition from his classmates for his art work, he seemed to become more a part of the group.

At the end of the year his score on the reading section of the Wide Range Achievement Test had increased from 1.9 to 3.8. As his reading ability improved so did his interest in reading and his attention span.

When tested at the end of the school year, his score on the math section of the Wide Range Achievement Test had increased from 1.9 to 3.8. As his reading ability improved so did his interest in reading and his attention span.

When tested at the end of the school year, his score on the math section of the Wide Range Achievement Test had increased from 2.1 to 3.9.

Gadsden City Schools

Parent and Community Involvement Report

A. Gadsden City Schools

B. Gerald C. Fowler
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C. OBJECTIVES AND RELATIONSHIP OF PARENTS

1. To provide means for establishing, implementing and evaluating Title I activities.

   a. Twenty-three parents were on a Title I Advisory Board.

   b. Parents offer suggestions and criticism at various meetings held to explain the function of Title I programs.

2. To provide additional help for Title I participants.

   a. Parents serve as tutors to Title I participants in a tutoring program co-sponsored by Title I.

   b. Parents provide assistance at home.

   c. Parents attend special events held by Title I teachers and staff.

3. To allow a wider and more varied curriculum for Title I participants by marshalling community resources.

   a. Parents serve as resource persons by providing interesting cultural, educational and recreational opportunities.

   b. Parents accompany participants on field trips.

   c. Parents assist teachers in clerical and instructional activities.

D. DESCRIBE THE PROCEDURES USED TO STIMULATE PARENT AND COMMUNITY INVOLVEMENT

The Title I Advisory Board conducted regular meetings during FY 73. Members were informed of Title I activities and assisted in making plays for future activities. Their suggestions and recommendations were incorporated into the program.

The Title I administrator and resource teachers met with various PTA groups to explain the Title I program. Attempts were made to clear

up any misunderstandings and questions parents might have. An article on our new program in math was published in the local newspaper.

Letters were sent to participants' parents at the beginning of school giving a brief description of the program and inviting them in for a conference with the special teachers. Teachers reported that many of the parents took advantage of this opportunity to clear up questions they had concerning Title I.

Three Title I newsletters were sent to each parent explaining the various aspects of the program. During the year teachers reported continued contact with the parents through progress letters, report cards, conferences and classroom visits.

Parents assisted teachers with parties at special occasions, assisting with field trips, tutoring children, giving clerical and instructional assistance, bringing special programs to participants, and by offering suggestions. Parents' participation ranged fron none at some Title I schools to multiple services at others.

Title I continued its co-sponsorship with the Gadsden Council of PTA's and the Etowah Baptist Association of the in-school and after school tutoring program. Parents, retired teachers, junior college students, high school students, and various other interested groups served as volunteer tutors and coordinators. There were approximately 105 tutors in the program who gave in excess of 2100 hours working individually and in small groups with students evidencing academic difficulties.

Four in-service workshops were conducted during the year to train tutors and to evaluate the program. Ten Title I schools were involved in the in-school program.

E. ACTIVITIES

1. Tutoring program
2. Advisory Committee
3. School assistance
4. Field trip activities
5. Special events at school

F. BENEFITS

Most of the responses by tutors indicated that children benefited a great deal from the individual attention they received. They reported that many of the children tutored reported increased test scores, bet-

ter grades, and increased self-confidence, greater ability to complete a task once it had been started, and an increased awareness of the need and requirements of an education.

Immediate benefits included an awareness of the purpose of Title I and awareness of the problems and needs of children and educational services, an added cohesiveness in the efforts of teacher-parent-community and a strengthening of the communities responsibility to meet current educational needs. Future benefits that will occur include producing strengthened future citizens of the community who will contribute more in all phases of community life.

An awareness of school problems such as overcrowded classrooms, too many added tasks for the teacher, outdated equipment and materials, etc. resulted from these programs. Parents and others will be more knowledgeable when legislation affecting the schools is offered. One of the outstanding benefits is the utilization of talented individuals in the school's effort to educate children.

Parents benefit by having the satisfaction of knowing special efforts are being made to help his child achieve. They become more aware of the problems of schools and the many contributing elements that are involved in teaching a child a skill.

Sylacauga City Schools

Parent and Community Involvement

A. Sylacauga City

B. Mrs. Elizabeth B. Dickson
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C. OBJECTIVES

1. To acquaint parents and community with Title I activities in the school.

2. To identify causes of children's difficulties through parent conferences, physical examinations, and observation of health habits.

3. To help parents realize that reading improvement means improvment in all subject areas.

4. An organized and functioning Parent's Council in each reading center school.

D. PROCEDURES USED TO STIMULATE PARENT AND COMMUNITY INVOLVEMENT

1. Letters were sent to parents inviting them to visit and observe Title I activities and for parent conferences.

2. Open House for parents in October.

3. Parent's Council meeting in October.

4. P. T. A. programs showing Title I activities using filmstrips of Title I activities and charts on overhead projector were presented in the elementary schools.

5. Newspaper articles with pictures of Title I activities. These were posted on the school bulletin board and on the Reading Center News Corner.

6. Reports were sent home regularly to show children's progress. A folder of the child's work accompanied.

7. Parents were invited to volunteer their time to work in the Reading Center and libraries.

8. A Title I workshop for parents from all schools was held at Pinecrest School, November 20, 1973. Forty-six parents responded enthusiastically to the workshop and have asked for another. In the

workshop, many ideas of home help were given to the parents. These ideas were in paper with instructions and directions. During the workshop parents were shown exactly how to make some of the suggested items such as clocks (to learn to tell time), shoes (to learn to lace), and puppets (to use in pantomimes) when they returned home.

An active Parent Council was organized and member lists were distributed. Parents were given ideas of how to help their children in improving their self-concept and all areas of their school work.

9. Parent Council officers, reading teachers and the Title I Coordinator met November 28, 1972 and appointed a committee to work in each school. At this time, a parent workshop for each school was also planned.

10. At the Main Avenue School Parent workshop, seventeen parents attended. Some of their other activities were:

    a. Made a schedule of work hours in the Reading Center. Fourteen parents signed to work at least one hour each week.

    b. Gave a Christmas party in the Reading Center for all children and teachers in Main Avenue School and all visitors were given a tour of the Reading Center.

Parents and teachers worked together to eliminate some health and discipline problems. The children benefited from parent-teacher conferences.

E. ACTIVITIES

Title I programs were presented to civic organizations. All three local newspapers have given space for articles and pictures of Title I activities. Pencils were donated by an insurance company. A rug for the library center was given by a local carpet shop. Rubber bands and a cardboard cutter were given by a local store. Visits were made to banks, newspaper offices and the public library as well as churches.

The Service League of Sylacauga had some members work in the Centers hearing children read and helping them with writing stories, assisting them in using machines, playing games to aid in learning the alphabet, letter sounds and color words.

Parents have seen their child at work in the Reading Centers. Conferences with parents have given an opportunity for them to see where their children needed help and the prescription used to master their weaknesses. They have learned to appreciate the center rather than

criticize. Many of them have worked with the children and learned to love them. The parents who worked said that they enjoyed their work. Two parents from each school served on the Title I Advisory Committee which met three times during the year.

Twenty parents worked at least one hour in the Reading Centers. One worked 135 hours and another 87 hours. In all, 278 hours were given by parents, 43½ by members of the Sylacauga Service League, and 15 by a retired teacher.

Since no funds were available for a Title I summer program in 1973, letters and suggestions were sent to parents telling how they could help their children during the summer months.

F. BENEFITS DERIVED FROM THE INVOLVEMENT

Benefits derived from the involvement of the community in school affairs were:

1. An increased awareness on the part of the community in what the school was doing.

2. A greater awareness on the part of the children of how the community services affect them.

Benefits derived from the involvement of the parents in school affairs were:

1. Parents became more concerned in learning ways of helping their children.

2. Parents saw the importance of encouraging their children to work up to their potential in all areas of life.

3. A better understanding and sense of cooperation was built between the parent, the child, and the teacher.

PARENT COMMENTS

"When Toby came in telling me he was going to reading center, I thought "this is terrible - this is a program for underprivileged children, children who can't learn." Later, I found this has been the greatest thing that has happened to Toby since he started to school. I am very grateful for this program and its teachers."

(To the Reading Center Teacher) "Thank you for doing such a wonderful thing for Debbie. I appreciate it very much. I feel she will be a better student due to your kindness and patience."

"I am very pleased at the results of Jon's reading ability."

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